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ABSTRACT

In the former New Castle County (Delaware) School District (reorganized into four districts in 1981), minority students were numerically overrepresented from 1979 to 1982 in suspensions from school and in placement in special education and lower academic groupings. To determine if the overrepresentation was based on discriminatory practices or not, researchers reviewed district policies and procedures and collected data through interviews, reviews of records, onsite observations, and a survey of students, teachers, administrators, parents, and selected citizens, using the Discipline Context Inventory (DCI). Variables analyzed besides race included student socioeconomic status, sex, and class rank as well as school size and percentage of minority students. Data were analyzed using ratios, percents, correlations, nonparametric statistics, and content analysis. The results of the analysis of suspensions and discipline practices, reported here in volume 1 of the study, indicate that other factors besides race could be causing minority overrepresentation in suspensions, and that no overt institutional bias in discipline is evident. The researchers, however, note problem areas in school-community relations, curriculum and instruction, and discipline. Six appendices to this volume of the report provide methodological information, further data, and a copy of the DCI. (Author/RW)

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A STUDY OF ISSUES RELATED TO DISCIPLINE, GROUPING AND TRACKING, AND SPECIAL EDUCATION IN NEW CASTLE COUNTY, DELAWARE, DESEGREGATION AREA

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VOLUME I

GENERAL ISSUES and INTRODUCTION
DISCIPLINE STUDY

March, 1982

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Many people have helped with this study and contributed to its completion. The study could not have been done without willing cooperation of all school personnel and students in the schools which we visited. They interrupted their schedules for interviews, meetings, discussions and they responded to questionnaires.

Representatives of the community provided us with frank answers to many questions. Some persons were connected with the school systems, and others were parents of youngsters in the school system or citizens interested in improving education. Community meetings were held in various places such as school buildings and at the People's Settlement House in downtown Wilmington.

Many people shared with us not only their views, but also information which they had collected, studies which had been completed, and their own hopes and expectations for the success of the school systems. Some prior studies have been incorporated into this study and cited in the text and bibliography.

Special thanks to those leaders of the minority community who shared with us their ideas about this study, data, and some procedural advice. That advice, hopefully, kept us from serious errors.

We thank the superintendents of the four districts for their help, interest, and cooperation throughout the study. Superintendents Christian, Furgele, Johnson, and Kirk kept the doors open for us and arranged access to their school systems. For detail, scheduling and coordination in each district we worked closely with Don Farrar (Brandywine), Jack Freebery (Red Clay), Monroe Gerhart (Colonial), and Capes Riley (Christina).

Data were provided from the Data Service Center. Without the help of Mr. Stewart Harrison, with his data and knowledge of where to obtain data, this study would have been impossible. Many thanks to all service center staff who provided information and assistance as necessary.

The Delaware State Board of Education and members of Department of Public Instruction encouraged us; their willingness to conduct the study and their cooperation were noteworthy. Superintendent of Public Instruction Keene assured us that data would be available, and Roger Akin, Attorney for the State Board of Education worked with attorneys for plaintiff to see the legal documents were available.

This study is a result of cooperative activity of many people. We are sorry that we cannot list each of you separately. Your response and cooperation were heartening; we hope the results reflect the hard work and sincerity of each of you.

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GLOSSARY AND READER'S GUIDE

For ease of reading and interpretation, certain abbreviations and reporting conventions have been used. Unless noted otherwise, the following rules apply.

1. Percentages are rounded. Due to rounding, percents may not always total 100.

2. Less than one percent may be reported as .5 or simply, +.

3. Although there have been a few organizational and boundary changes, (e.g., shifting of attendance zones prior to 1981-82 school year), the following terms are intended to be approximately the same:

Area 1 and Brandywine (B'wine)
Area 2 and Red Clay Consolidated (Red C.)
Area 3 and Christina (Chris.)
Area 4 and Colonial (Col.)
New Castle County School District (NCCSD) and Total District.

4. Numerical data have been extrapolated from data provided by the Research and Reporting Office of the Data Service Center. Although great care has been taken in the development of statistics and tables, it is conceivable that a few errors have not been caught in proofing, etc. If there is question about particular information, please call Mr. Stewart Harrison, Data Service Center, 478-8950; he will contact Educational Images and we shall review the original data and computations. Especially helpful, besides computer printouts, were the following:

Report of Suspensions, School Year 1979-80. NCSSD. Data Serv. Ctr. 7/80
Report of Suspensions, School Year 1980-81. NCSSD. Data Serv. Ctr. 8/81

Data in these reports have been rounded, and when working with these already rounded numbers, there is the possibility of additional data distortion; this, however should not exceed one percent.

5. Records of attendance, suspension, expulsions, etc., are kept by five categories of pupil race: American Indian, Black, Asian, Hispanic, and White. Data are variously reported as Black (B), Hispanic (H) and Other (O) or B, White (W), and Other depending on the purposes of the reports. The following tables show the 1981-82 (October) numbers and percents of these reporting groupings.

Reporting Categories

District	B	H	O	B	W	O	TOTALS
Brandywine	3127	67	8816	3127	8660	223	12010
Red Clay	4054	865	9597	4054	9446	1016	14516
Christina	3977	315	11060	3977	10843	532	15352
Colonial	2891	109	6877	2891	6832	154	9877
Totals	14049	1356	36350	14049	35781	1925	51755
Percent	27	3	70	27	69	4	

6. New Castle County has six school systems. NCCSD or New Castle County, as used in this study, refer to the Desegregation Area of New Castle County.

The New Castle County Area is approximately 30 percent "minority" and 70 percent "majority" for its school population in 1981-82, and this approximate relationship existed in the 1979-80 and 1980-81 school years. Slight variations from this overall ratio exist within individual districts and school buildings. Between 1979-80 and 1981-82 the percent of Black has increased slightly from 25 to 27.

Of the 8558 suspensions in 1980-81, 8486 involved pupils in junior high (middle schools) and senior high schools. Thus, by the fact of sheer numbers, this study deals most directly with the upper grades (although some attention is addressed to elementary school concerns). Scant attention was paid to special schools due to the scope and nature of the study. In 1980-81 there were 8558 out-of-school suspensions, 179 in-school suspensions and 8737 total suspensions. Three similar numbers could cause confusion: 8558, 8486, and 8737. Since we are dealing with such large numbers of suspensions (and the percent difference is very small), it may be easier for the reader to consider the general figure 8500 when thinking about the suspensions.

Timeline for the Study

1981	
Late August	Develop proposal for State Board
9/16 - 9/18	Meet with State Board; Visit each District; Obtain Policies
10/15 - 10/21	Planning; Obtain Data from Data Service Center; Interview
11/22 - 11/25	Work at Data Service Center; Review Data; Develop Schedules and Processes
12/6 - 12/16	Visit in Schools; Community Interviews; Collect Data
10/1 - 12/1	Review Data; Revise Formats; Plan Analysis Approach
1982	
1/4 - 2/2	Develop Draft
2/2 - 2/6	Review Draft; Obtain Additional Data
2/8 - 3/12	Develop Final Draft
3/18	Present Final Report to State Board

FORWARD: Some Issues Antecedent to This Study

The New Castle County School District (NCCSD) was organized as a result of a Court Order issued to provide "a racially nondiscriminatory school system"[1] when "State authorities demonstrated continued unwillingness to discharge their responsibilities."[2] Operation of the four-district area began July 1978.

In November 1980, the State Department of Public Instruction presented a plan for reorganization of the NCCSD into four separate school districts. This plan was approved by the Delaware State Board of Education and reorganization of the single district, as well as governance, pupil assignment and operational decisions fell to the State Board. Each of the four new districts roughly followed the boundary of a prior attendance area and each had relatively similar Black/White ratios. Plaintiffs in the Evans v. Buchanan Case objected to the reorganization.

Plaintiffs' objections to the reorganization, in part, are that it 1) protects "identifiably White interests at the expense of Black victims,"[3] and 2) impedes the transition to a racially non-discriminatory school system[4] since it fails to address two major problems: 1) "resegregation in classrooms apparently caused by ability grouping and tracking" and assignment of students to special education programs without valid testing; and 2) a disproportionate discipline of Black students.[5]

The Court recognized that the reorganization was prompted by a State objective to reduce the Court-created school district to a manageable size which could be responsive to parents, and a traditional State value of close local control of schools. The State, however, had not been responsive in providing satisfactory data to answer concerns of the plaintiffs.

The Court stated that although it "values local control of public schools,"[6] it is concerned with 1) whether the rights of the plaintiffs might be endangered by the reorganization, and 2) how the plaintiffs' rights might be protected.[7] It stated further that "it is obviously desirable that there be an effort to diffuse (the) situation as part of instilling credibility in the local school boards,"[8] that "the appropriate school authorities are the ones to run the schools"[9] and the State Board has "a responsible leadership to perform."[10]

In answer to plaintiffs' request for "a disciplinary study, a study of that which has happened,"[11] the Court stated that the State Board "have the ability to order these studies...They are the people that have the power and authority to do something (and) must choose what they are going to do."[12] The Court continued that "if the State Board refuses to step in, then the parties will have to come to the Court;"[13] suggesting that "counsel...discuss (the study) and see if they can't head off hearings and accomplish some of these objectives."[14]

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[1]Evans v. Buchanan, U. S. District Court Civil Action Nos. 1816-1822 (April 10, 1981), p. 3
[2]Ibid., p. 4 [3]Ibid., p. 14 [4]Ibid.
[5]Ibid., p. 43 [6]Ibid., p. 19 [7]Ibid., p. 14
[8]Evans v. Buchanan, U. S. District Court Civil Action No. 1816 (May 27, 1981), p. 58
[9]Ibid., p. 67 [10]Ibid., p. 58 [11]Ibid., p. 52
[12]Ibid., p. 50 [13]Ibid., p. 52 [14]Ibid., p. 53

A STUDY OF ISSUES RELATED TO DISCIPLINE, GROUPING AND TRACKING, AND SPECIAL EDUCATION IN NEW CASTLE COUNTY, DELAWARE (2/82).

Introduction

The "Discipline Study" includes three components or questions. Each is related to the others and may contribute to the total discipline issue. Plaintiffs in the Evans v. Buchanan litigation have expressed deep concern (meetings and conversations 12/81, 2/82; Opinion and Order 4/81, 6/81 and other documents) about school processes that 1) have disproportionate impact on minority pupils, 2) impede the positive educational growth of students, 3) serve--through subtle or overt ways--to influence resegregation in classrooms and school programs, and 4) may infringe on rights of all pupils in the school systems. Desegregation, or the physical mixing of pupils, faculties and staff personnel (e.g., pupil assignment and district reorganization) was accomplished by Court action in New Castle County, Delaware. However, concerns raised by plaintiffs relate to more profound issues--issues called "second-generation" desegregation (Venditti, 1981), [All references in References section] human dignity or rights, educational excellence, or integration. These issues are not merely demographic; they are sociological, educational, and psychological.

In September, 1981, the Delaware State Board of Education initiated a study of three interrelated issues: discipline, grouping and tracking, and pupil assignment to special education classes. Stripped of rhetoric, the study addressed the disproportionate impact of school policies and procedures on minority students; specifically whether school practices in discipline, grouping and tracking, and special education are influencing resegregation within schools and classrooms. Plaintiffs have data and examples which lead them to conclude that minority pupils are subjected to systematic biases (intentional or unintentional) that impede their opportunities (and, not incidentally, the opportunites of all youngsters in the systems) to receive appropriate, quality education.

A study such as this can be very elusive. Experimental procedures, elaborate controls, random selection and other "scientific" methods are difficult, if not impossible, to apply. Confidentiality, informed consent and voluntary participation are required. We must rely on access to and availability of data and respondents. We did not manipulate any variables; instead we examined data in situ. The inquiry was more like an evaluation than research; it was a field study with the attendant strengths and weakness of that approach.*

First, we developed a baseline or standard of required, good, and accepted practices from Court Orders and Opinions, current literature, research, and other requirements. We also used data collected by the New Castle County School District (NCSSD) and (where appropriate) by the Data Service Center (for the four districts), from other studies and reports, from questionnaires and interviews, and from policy statements and procedure manuals or guidelines. The collected data were analyzed and compared to the baseline or standard (if appropriate). Summary data were used for 1979-80; detailed data were used for 1980-81. Initial data from the 1981-82 school year were used if available.

We examined district documents, school "incident reports," school forms and handbooks, policy statements, etc. We interviewed some people individually; others in groups. We re-analyzed objective data on suspensions, expulsions, pupil failure, pupil assignment to class. We spent over 60 "person-days" in schools (about one-third of a school year), attended community meetings and visited community agencies. We gathered our data into a Draft Study Report, reviewed it, confirmed it with some of those who provided original data, and did a "Final Report."

---

*Kerlinger (and others) have commented on these strengths and weaknesses. A field study seeks to describe "what is" rather than to predict relationships. Field studies are ex post facto scientific inquiries aimed at discovering the relations and interactions among sociological, psychological and educational variables in real social situations. Ex post facto research is: ...systematic empirical inquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable. Inferences about relations among variables are made, without direct intervention, from concommitant variations of independent and dependent variables. (Kerlinger: 319, 405-406).

DISCIPLINE

INTRODUCTION

Codes of conduct are available in many of America's school districts; student handbooks containing student codes are used in many schools. Some codes of conduct are district-wide and set from above with little or no external input; "Others are put into effect after careful inputs from diverse interest groups, thoroughly introduced to successive groups of students, widely utilized, and revised." (Hollingsworth, 2:513-514).

Clune (442-443) describes key criteria for school discipline. The basic norm is that a student should not be disciplined without an adequate educational justification. This basic norm yields five other norms.

1. Substantive fairness. Rules should not punish students for conduct which does not harm the educational mission. Punishment should not be disproportionate to the severity of the offense.

2. Participation in governance. Students should have some imput into the formation of the rules a) to lessen the perception of arbitrary authority and b) to avoid blunders by those in charge that could be corrected by two-way communication.

3. Nondiscrimination. Students should not be punished more severely or frequently for "status" considerations unrelated to educational policy objectives, such as race, sex or social class.

4. Procedural fairness. To avoid punishing the innocent, procedures must exist for obtaining the student's side of the story and other relevant data.

5. Control of discretion. There must be a means of preventing, as far as possible, departures from the rules or policies adopted; a way of preventing individuals within the system from operating under their own rules, philosophies of punishment, etc. There must be some centralization and organization of the discipline process, including training for decision makers and a process of appeal for students. (Quote and paraphrase. Clune, 442-443).

According to Lufler (452-453) there are three key issues on school discipline. These are the extent to which 1) there is agreement on what the school

rules actually are and what to do when a student breaks the rule; 2) all rule breakers are treated the same; and 3) Supreme Court discipline decisions are understood and followed.

Early Supreme Court discipline decisions were given within the fabric of Court intervention in social issues. Both the Goss v. Lopez and Wood v. Strickland cases, by split decision, set fairly strict guidelines for school discipline: oral or written nature of charges, the basis for the charges, and opportunity for the pupil to tell his/her side of the story if the charges are denied. Due process must be used. School board members were not immune from liability for damages (under specific conditions). According to Hollingsworth (1:48)

> "Both of those cases raised the threshold of due process proceedings and the level of consequence for its neglect. In both cases there were strong cues that greater court expectations of school rationality, equity and fairness would ensue."

Two later cases--also split decisions--relaxed the Court's stance somewhat. The Ingraham v. Wright (1977) and Carey v. Piphus decisions showed that the Court was uneasy with the role it had carved out for itself in school discipline. The lightness of the Carey v. Piphus (1978) case shows the trend. (Hollingsworth, 1:49).

> Recognizing that the students had been deprived of their constitutional rights to due process, the Court specified nominal damages not to exceed one dollar. The effect of this most recent decision is to reduce to a token the penalty for departure from due process protections, rendering the Goss protections rather thin.

However, even though there may be some uncertainty as to the exact position of the Court, directions have been set that the prudent educator would be wise to know and follow. Students have rights to know the rules, to explain their sides of the story, and to have "due process."

Good practice suggests that there is some value in the process of developing and formulating the rules. The rules must be known by students, other school personnel, and parents and community. The criteria of substantive fairness,

procedural fairness, participation in governance, control of discretion and nondiscrimination must be addressed. It helps when there are a few important rules known and understood by everyone. The educational value (in a broad sense) of discipline must be considered. Discipline should be beneficial, firm, fair, and consistent.

School discipline issues concern many, as shown by their inclusion for 11 of 12 years at the top of educational problems identified by the Annual Gallup Poll of Education. The American Association of School Administrators includes discipline in its "Platform and Resolutions" presented in The School Administrator, (AASA, 1981:30. Item 37).

> 37. Student Discipline
>
> AASA encourages school administrators to continue to maintain orderly and safe school environments, ones which are humane and fair.
>
> AASA urges administrators to involve staff, students, parents, and community leaders in achieving this goal.

Discipline Issues and Models

Discipline means different things to different people. The "hows", "whys", and "whens" of school discipline have been contemplated and researched often and continuously. Some discipline-related issues considered relevant to the current study and some models of discipline are summarized in Appendix A to provide a "baseline" or template with which to assess practices and policies in the desegregation area (NCCSD and the four new districts).

Incident Reports

Study team members were not from New Castle County and therefore needed some introduction to school discipline procedures used there. One approach was to read and evaluate, in a general way, some formal discipline-reporting procedure. The New Castle County School District (NCCSD) kept Incident Reports describing school disruptions, and explaining, by anecdotal record, what happened in discipline situations. The study team was provided two sets of Incident Reports covering portions of two years, 1979-80 and 1980-81 (approximately 1300 incidents).

A cursory content analysis of the forms was conducted. First, the forms were divided into seven large categories: those forms on which there was no race information related to the incident, and six classes of incidents categorized as follows: 1) white student with white student, 2) black student with black student, 3) black student with white student, 4) student with teachers, 5) more information necessary, and 6) forms designated "other" which included Hispanic or incidents not classified as above. Study team members agreed that the Reports were correctly classified. The forms were then analyzed subjectively (content analysis) to determine how discipline situations have been handled.

The category "no race information" was reviewed to obtain a general picture of discipline procedures where race was not a factor. (For example, a bomb scare where the instigator was not apprehended). Next, the team analyzed incidents which dealt with one race only: Black and Black, or White and White. Team members tried to determine fairness and consistency within the category, and consistency between categories.

After these three large categories were analyzed, team members reviewed the remaining categories to determine if the consistency was

maintained, and if there were differences in discipline for members of different races. (Figure 1 shows the general analysis procedure for the incident reports). The "more information" classification was used where the final disposition was not designated on the form.

The incident reports provide the distinct impression that there are some trends. For example, there are many alcohol and drug incident reports for white youngsters; there are many reports for black youngsters dealing with fighting or aggressive behavior. Such generalizations are borne out by Suspension Reports prepared by the Data Service Center. (Data Service Center, 1981). In approximately two-thirds of the reports (those classified as "no race information", or as "single-race" reports) no race overtones could be implied. The possibility for race to be a factor was included in the remaining one-third, but it clearly was not a factor in many of these. However, there were some examples that were noted.

Table 1 summarizes some analysis of incidents on the Incident Reports. Analysis of the Reports raised some questions about the language used in the Reports and the disposition of cases. Care must be taken in generalizing from these data (e.g., there is no way to know if it was a first or subsequent offense for the pupil, and due to the lack of other context or background information.

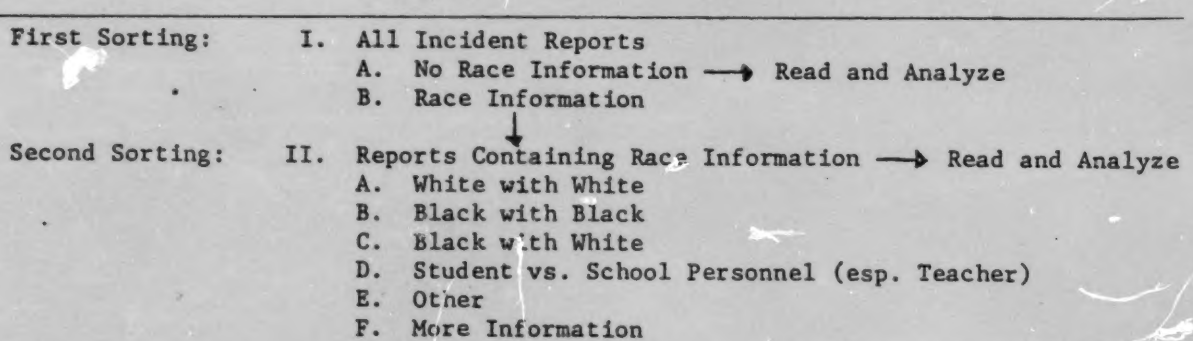
First Sorting:
I. All Incident Reports
A. No Race Information → Read and Analyze
B. Race Information
Second Sorting:
II. Reports Containing Race Information → Read and Analyze
A. White with White
B. Black with Black
C. Black with White
D. Student vs. School Personnel (esp. Teacher)
E. Other
F. More Information

Figure 1. Sequence for Analyzing Selected "Incident Reports"

TABLE 1
SELECTED DETAILS FROM SAMPLES OF INCIDENT REPORTS (By Race)

A. Reported Offensive Cases (most cases had more than one person involved)

Reason

RACE	FIGHTS	DISORDER	WEAPONS	ARSON	THEFT	ILLEGAL SUBSTANCE	SEXUAL
Black	56	5	4	3	7	11	2
White	16	5	8	4	2	34	3
Mixed*	102	1	4	3	4	1	9

B. Disciplinary Action Taken (S=Suspension; A/C=Arrests and Charges)

	FIGHT		DISORDER		WEAPONS		ARSON		THEFT		SUBSTANCE		SEXUAL	
RACE	S	A/C	S	A/C	S	A/C	S	A/C	S	A/C	S	A/C	S	A/C
Black	49	3	0	7	2	3	3	1	1	4	7	0	1	0
White	13	2	3	3	4	2	4	3	1	1	45	18	2	2
Mixed	71	11	2	6	3	1	0	0	4	1	1	0	7	1

C. Cases in Which 1)Blacks or Whites were cited first as violators, or were accused of violations, and 2)Blacks or Whites reportedly initiated fight.

	Cited First as Violator	Cited as Initiating Fight
Black	87	35
White	34	13

*Mixed means some combination of Black, White, Hispanic or Other Minority. All but one of the 102 were Black and White.

Incident Reports (1979-81) showed that the primary offense for Black students was fighting; for White students it was possession and usage of marijuana and other illegal substances (Table 1). Out of 56 reported fighting cases that consisted of all Blacks, 49 resulted in suspensions. The other options exercised with the cases were arrests. Out of 102 reported fighting cases that consisted of Black and White students, as well as 1 Hispanic student, 71 suspensions were given. Some options included 2 in-school suspensions, eleven arrests and charges. There were 35 cases where Black students reportedly initiated the fights and 13 cases where White students initiated the fights. Records did not reflect if fights were first or subsequent violations.

Although such behaviors as arson, possession and usage of weapons and drugs, and robbery were seldom cited by interviewees as offenses subject to suspensions or as disturbing behaviors, reports showed a substantial number of drug cases. There were 46 drug cases (possessing, using, selling). Black students were principal violators of theft cases that resulted in suspensions and charges; white students were principal violators of possession and usage of illegal substances that resulted in 45 suspensions and 18 arrests.

Administrators and teachers cited such disruptive behaviors as fighting, cutting class, and being disrespectful as the behaviors most disturbing to them. These behaviors were also viewed as the offenses subject to suspensions. Discipline policies indicate that these behaviors do not require suspensions, if the offense is a first violation. However, administrators have flexibility to exercise suspensions as an option, as well as other various discipline techniques. The teacher could handle the discipline individually.

On the other hand, some discipline policies require school

administration enforcement. Such offenses as arson, theft, possession and usage of weapons, marijuana, and other forms of illegal substances require not only police contact, but suspension as well. With these violations, suspension is not an option, it is required.

Overall, suspensions tended to be used with offenses that could have been handled with other forms of discipline techniques outlined by school district policies. Other than detentions, records do indicate that teachers and administrators resorted to alternatives such as behavioral contracts and parent contacts, a few reprimands and in-school alternatives.

The following generalizations were based on a review of incident reports.

1. Suspensions for fighting cases for both White and Black students are consistent.

2. Most offenses result in suspensions. Seldom are other optional disciplinary techniques used (Or else they are not included on Incident Reports).

3. Thirty-five fighting cases that consisted of Black and White students described Black students as initiating the fights. Thirteen cases reported that White students initiated the fights.

4. More optional actions are exercised with cases involving Black students. Police contact (optional) was used with fighting cases. Arrests (optional) were used for disorderly conduct cases that consisted of Blacks. (The option is usually toward more severe punishment for Blacks). First or subsequent offense is not noted.

5. Descriptions of all offenses (involving both Black and White students) indicated that Blacks initiated offenses more frequently. Of 121 violations, 87 cases mentioned Black students first with violations and/or as principal violators. However, the same disciplinary technique was applied to both groups of students.

6. There is a language disparity that exists with the description of Black and White offenses. (What might be termed a "fight" if a White were involved might be termed "assault" if a Black were involved). See also item 4.

7. Incident reports do not speak to the question of students always being given impartial hearings about charges against them. Charges are primarily at the instructional level and the administrators make discipline decisions. (Questionnaire responses and interview data presented later show that there are differences of opinion on the question of providing students "hearings" prior to suspension).

Discussion. Data from surveys, interviews, prior studies, and reports used in the current study have supported four generalizations derived from the previous seven generalizations extracted from the Incident Reports. Data supporting the generalizations are presented throughout the remainder of the study.

1. There is a considerable consistency in disposition of discipline in clear-cut cases (Note items 1 and 5 on previous page).

2. Suspensions are used quite frequently, and when options are exercised, they tend to be more harsh for Black students: e.g., detention for Whites; arrest for Blacks (Note items 2 and 4 on previous page).

3. (See item 7 on previous page, verbatim).

4. A synthesis of items 3, 5 and 6 on the previous page leads to a generalization of language, reporting, and perception bias that may be based on race--perception and expectation.

Summary of Suspension Data (1980-81 and other years)

Data taken from the Report of Suspensions (Data Service Center, 1981) provide the following summary tables that present a bleak picture of numerical overrepresentation of Black pupils in school suspensions (1980-81 school year). Attendance areas correspond roughly to the new school districts (See Glossary, p.viii for more detail) and "Area 5" represents special schools. Recall that the percent distribution of races is 26, 72 and 2 for Black (B), White (W) and Others (O).

TABLE 2
SUMMARY SUSPENSION DATA (1980-81) NCCSD
By AREAS (PERCENTS)

AREAS → / SUSPENSIONS ↓	1			2			3			4			5 *		
	B	W	O	B	W	O	B	W	O	B	W	O	B	W	O
	PERCENTS			PERCENTS			PERCENTS			PERCENTS			PERCENTS		
IN-SCHOOL	61	39	+	55	42	3	55	44	1	18	77	5	100	-	-
OUT-SCHOOL	53	47	+	45	49	6	50	48	2	37	62	1	48	48	4
TOTAL	53	47	+	46	49	5	50	48	2	36	63	1	56	41	3

*Special Schools

This table shows, for example, that although Black pupils constituted about 26 percent of the pupil population, they received about 53 percent of out-of-school suspensions in Area 1, 46 percent in Area 2, 50 percent in Area 3, and 36 percent in Area 4. Suspension data for the NCCSD area appear below (Table 3). Note that Blacks, constituting 26 percent of the pupils, received 47 percent of all suspensions; Whites received 51 percent of all suspensions and constituted about 72 percent of all pupils.

TABLE 3
SUMMARY SUSPENSION DATA (1980-81) For TOTAL NCCSD

RACES → / SUSPENSIONS ↓	BLACK		WHITE		OTHER		TOTAL	
	N	%	N	%	N	%	N	%
IN-SCHOOL	95	53	80	45	4	2	179	100
OUT-SCHOOL	4024	47	4378	51	156	2	8558	100
TOTAL	4119	47	4458	51	160	2	8737	100

Days Lost to Suspension
22,478

The numerical data clearly show a quantitative over-representation of Black pupils in the 1980-81 suspension total. Can this be justified on educational grounds? Does this seem to reflect systematic bias or "discrimination"? Are there trends and possible reasons that can be identified? This study attempts to look at these questions in several ways. How do 1980-81 data compare with the 1981-82 preliminary, year-to-date (YTD) information?

Out-of-School Suspensions 1980-81 (Compared with 1981-82 YTD):

At current suspension rates--based on the assumptions in Table 4--there will be a modest increase in the total number of out-of-school suspensions for 1981-82 when compared to 1980-81. However, suspensions disproportionately fall upon minority students. (Out-of-school suspensions only; percents rounded). The following summary shows that the percentages of suspensions by race are about the same for 1980-81 and 1981-82. (9/81-12/81).

	APPROXIMATE % SUSPENSIONS		APPROXIMATE % RACES	
	1980-1981	1981-82 YTD	1980-1981	1981-82 YTD
B	47	46	26	27
H	2	2	2	3
O	51	52	72	70

Additional detailed summaries of suspension data appear as Tables 5 and 6. These summaries show 1979-80, 1980-81 and 1981-82 (YTD for 9/81-12/81) data in slightly different configurations. Table 5 shows first suspension and multiple suspensions for race categories Black, White and Others, (B,W,O). Arrests for 1981-82 (YTD: 9/81 thru 12/81) are also shown. The few arrests (YTD) show approximately 41 percent Black, 53 percent White. Data show an increase in percent of Black suspensions from first to multiple, and a decrease in percent of White suspensions from first to multiple. For example, in Area 1 (1980-81) 47 percent of first suspensions were Black and 53 percent were White; 60 percent of multiple suspensions were Black and 40 percent were White. This trend continues in 1981-82

TABLE 4
1980-81 Out-of-School Suspensions
Compared to 1981-82 (YTD and Projections)

Assume

1. Rates for September/October will be consistent for year.
2. September/October represent 20% of school year; September/December represent 40% of school year.

	1981-82				1980-81				ACTUAL
	9/81 10/81 A	9/81 12/81 B	Projected A x5	Projected B x2.5	9/80 10/80 C	9/80 12/80 D	Projected C x5	Projected D x2.5	1980-81
B	550	1409	2750	3523	657	1471	3285	3678	4024
H	32	71	160	375	6	53	30	133	147
O	595	1597	2975	3993	547	1318	2735	3295	4387
TOTAL	1177	3077	5885	7691	1230	2842	6150*	7105	8558*

1981-82 projection, corrected by 1.39 constant is 8180 (Sept.-Oct.) (2 months).
1981-82 projection, corrected by 1.21 constant is 9306. (Sept.-Dec.) (4 months).

Projecting from the first two months is not very accurate (using actual 1980-81 data) since the projection was 6150 and the actual was 8558. This produces an error factor of 1.39 (8558 ÷ 6150). Applying this factor as a constant to the 1981-82 projections (based on 2 months) brings the projection up to 8180 or an approximate decrease of 400 suspensions from 1980-81. Using four months (1980-81) obtains a projection of 7105 (actual 8558). This produces a lower error factor (1.21). Applying this factor as a constant to the 1981-82 projections (based on 4 months) produces a projection of 9306, or an increase of almost 750 suspensions over 1980-81. Time will tell.

*These differences make interesting speculation. What factors cause the later increase in the rate of suspensions: Spring weather? Cumulative effects? If some suspension cases "drop out" along the way, this should have an equalizing effect. Does pupil eagerness to attend school account for lower Fall rates? What effect does realization of possible or probable failure have upon suspension rates? (Note failure data elsewhere in this report, p. 28)

TABLE 5

BASIC SUSPENSION DATE (1970-80, 1980-81 and 1982 YTD)

BY RACE, FIRST OR MULTIPLE SUSPENSIONS AS SHOWN BY NUMBERS (N) AND PERCENT (%)

SUSPENSIONS		1979-80							1980-81							1981-82 YTD 09/31-12/81													
																SUSPENSIONS							ARRESTS						
		B		W		O			B		W		O			B		W		O			B		W		O		
		N	%*	N	%	N	%	TOTALS	N	%	N	%	N	%	TOTALS	N	%	N	%	N	%	TOTALS	N	%	N	%	N	%	TOTALS
AREA 1	1st	560	49	574	51	2			563	47	637	53	3	.3		243	49	250	50	4	1	497	18	42	24	56	1	2	43
	Multi.	543	55	437	45	0		2116 Susp.	670	60	447	40	3	.3	2323 Susp.	174	64	97	36	1	-	272	1	100	0	0	0	0	1
	Total	1103	52	1011	48	2		5284 days	1233	53	1084	47	6	.2	4967 Days	417	54	347	45	5	1	769	19	43	24	55	1	2	44
	% Race																												
AREA 2	1st	432	39	599	55	67	6		402	42	493	52	54	6		151	44	159	47	32	9	342	12	41	13	45	4	14	29
	Multi.	255	46	275	50	25	5	1653 Susp.	274	51	235	44	24	5	1482 Susp.	49	52	35	37	10	10	94	1	100	0	0	0	0	1
	Total	687	42	874	53	92	6	4181 days	676	46	728	49	78	5	3755 days	200	46	194	45	42	10	436	13	43	13	43	4	14	30
	% Race																												
AREA 3	1st	674	53	575	45	22	2		716	46	822	52	33	2		196	41	276	57	10	2	482	9	41	12	55	1	4	22
	Multi.	670	66	336	33	9	1	2286 Susp.	752	56	566	42	29	2	2918 Susp.	80	44	92	50	11	6	183	0	0	0	0	0	0	0
	Total	344	59	911	40	31	1	6389 days	1468	50	1388	48	62	2	8700 days	276	42	368	55	21	3	665	9	41	12	55	1	4	22
	% Race																												
AREA 4	1st	293	31	643	68	9	1		338	35	632	64	11	1		300	41	422	58	8	1	730	12	36	20	61	1	3	33
	Multi.	229	32	491	74	6	1	1671 Susp.	389	39	615	61	2	.2	1987 Susp.	216	45	259	54	2	+	477	0	0	0	0	0	0	0
	Total	522	31	1134	68	15	1	4547 days	727	37	1247	63	13	1	4947 days	516	43	681	56	10	1	1207	12	36	20	1	1	3	33
	% Race																												
AREA 5	1st	8	62	4	31	1	8		7	44	8	50	1	6		1409	46	1590	52	78	3		53	41	69	53	7	5+	129
	Multi.	4	36	7	64	0	0	24 Susp.	8	73	3	27	0	0	27 Susp.							3077							
	Total	12	50	11	46	1	4	49 days	15	56	11	41	1	4	23														
	% Race																												

TOTAL SUSPENSIONS	7,750	8,737	3,077
DAYS LOST	20,450 days	22,478 days	7,344 days

For 1979-80, 1980-81 the Areas correspond (generally) to the four school districts: 1. Brandywine; 2. Red Clay; 3. Christina; and 4. Colonial.

* Percents rounded to the nearest whole percent.

where the range is from Colonial (First: B to W is 41 to 58 and the multiple is 45 to 54 percent) to Brandywine (First: B to W is 49 to 50 and multiple is 64 to 36 percent). Black youngsters are considerably more likely to be suspended a second or subsequent time than are White youngsters. Why? This issue needs further consideration. (Table 5a in Appendix B shows YTD 9/81-10/81 for comparison of how numbers and percents change as the year progresses).

Review of YTD suspension data in Tables 5 and 5a (Appendix B) shows that November and December (even with vacation time) accounted for more suspensions than September and October (1926 to 1151--a substantial increase). There have been dramatic increases in multiple suspensions (from 35 to 216 for Blacks and 61 to 259 for Whites in Area 4, from 46 to 174 for Blacks and 13 to 97 for Whites in Area 1, for example). "Trouble makers" are identified early, it seems.

Table 6 compares in-school and out-of-school suspensions for 1979-80, 1980-81 and 1981-82 (YTD 9/81-12/81) for the race categories Black (B), Hispanic (H), and Others (O) relative to the approximate percent of each race grouping in each area in the NCCSD (the desegregation area).

In all but Area 4 (Colonial) the percent of Blacks put into in-school suspension (1980-81) is greater than the percent of Blacks given out-of-school suspension. The reverse is true for Other (predominately White). Although this percent (in-school) is computed on sometimes-small numbers, it indicates that school personnel are seeking alternative ways to work with Black youth, (i.e., in-school options) as additional steps before out-of-school suspension. (Transportation might be an issue).

Many other individual comparisons and group generalizations can be made from data in these tables. However, it seems that the trends are most important to the outcomes of this study: 1) There is some over-representation of Blacks in first-time suspensions, but 2) This over-representation blossoms in the category of multiple suspensions. The issue of "habitual" suspenders is treated more in the section entitled, "Issues Raised by Multiple Suspensions" (p.21).

TABLE 6
COMPARISON OF SUSPENSIONS (1979-1981 YTD) by AREA (DISTRICT)
RACE (B,H,O) and TYPE OF SUSPENSION (IN or OUT of SCHOOL)

AREA 1 DISTRICT	TYPE OF SUSP.	1979-80 (6/80 Report) B N	B %	H N	H %	O N	O %	APPROX. % RACE	1980-81 (6/81 Report) B N	B %	H N	H %	O N	O %	APPROX. % RACE	YTD for Sept./Dec. 1981 B N	B %	H N	H %	O N	O %	APPROX. % RACE
1 (B'wine)	IN							B 26 H 1 O 73	11	61	0	0	7	39	B 29 H 1 O 71							B 26 H 1 O 73
	OUT	1103	52	1	-	1013	48		1222	53	5	+	1078	47		417	54	5	1	347	45	
	TOT	Same as "Out"							12	53	5	+	1085	47								
2 (Red C.)	IN							B 22 H 5 O 73	34	55	2	3	26	42	B 23 H 5 O 72							B 28 H 6 O 66
	OUT	687	42	89	5	877	53		642	45	72	5	706	50		200	46	37	9	199	46	
	TOT	Same as "Out"							676	46	74	5	732	49								
3 (Chris.)	IN							B 27 H 1 O 72	43	55	1	1	34	44	B 28 H 2 O 71							B 26 H 2 O 72
	OUT	1344	59	28	1	914	40		1425	50	60	2	1389	48		276	42	19	3	370	55	
	TOT	Same as "Out"							1468	50	61	2	1389	48								
4 (Col.)	IN							B 23 H 1 O 76	3	18	0	0	14	82	B 24 H 1 O 75							B 29 H 1 O 70
	OUT	522	31	13	1	1136	68		724	37	9	+	1237	63		516	43	10	1	681	56	
	TOT	Same as "Out"							727	37	9	+	1251	63								
5 (Sp. Ed.)	IN							B 25 H 4 O 71	4	100	0	0	0	0	B 22 H 4 O 70							B H O N/A
	OUT	12	50	1	4	11	46		11	48	1	4	11	48						N/A		
	TOT	Same as "Out"							15	56	1	4	11	41								
TOTAL	IN							B 25 H 2 O 73	95	53	3	2	81	45	B 26 H 2 O 72							B 27 H 3 O 70
	OUT	3668	47	132	2	3950	50		4024	47	147	2	4387	51		1409	46	71	2	1597	52	
	TOT	Same as "Out"							4119	47	150	2	4468	51								
		7750 Out-School Suspensions 20,450 days lost.							8558 Out-School Suspensions 22,192 days lost.							3077/7344 Out-School days lost		Suspensions (YTD)				

Comparison of Suspensions in NCCSD with Selected External Sources

Table 7 shows comparisons of suspension rates among the four attendance areas of NCCSD in 1980-81, and lists the total district data. Note that 14 percent of Blacks and 7 percent of Whites were suspended at least once, and the rates are 30 and 12 percent respectively for multiple suspensions. Comparisons of suspension rates among the four attendance areas of NCCSD (1980-81) and between those and other representative data (national and mid-western states) as reported by Kaeser (1979) show that suspension is used much more frequently in NCCSD than nationally or in any of the seven midwestern states. (See Table 8). NCCSD is an urban area, so NCCSD data are also compared to suspension rates from urban areas in Ohio. (See Table 9).

TABLE 8
PERCENT PUPILS SUSPENDED (By Race) IN U.S.,
IN NCCSD, AND SEVEN STATES*

	U.S.	NCCSD	ILL.	IND.	IOWA	MICH.	MINN.	OHIO	WISC.
B	6	14	2.3	7.8	8.5	5.7	6.8	7.3	13.8
W	3.1	7	3.0	3.2	2.0	2.0	2.9	3.4	4.3
TOT	4.2	9	2.7	4.3	2.4	4.6	3.3	4.8	6.8

TABLE 9
TOTAL PERCENT PUPILS SUSPENDED AT LEAST ONCE IN NCCSD (1980-81, TOTAL)
AND SEVEN LARGEST OHIO SCHOOL SYSTEMS (1975-76, Secondary)**

	NCCSD	CLE.	CIN.	Y-TOWN	DAY.	AKR.	TOL.	COL.	OHIO
Percent Suspended At Least Once	17	21	15	12	7	14	8	14	14

*Count is number of pupils (pupil counted once, regardless of number of suspensions). NCCSD is not a state, but may be more closely represented by urban areas.

**Count is number of suspensions (multiple suspensions included). These tables are for general comparisons only. The years and populations are not comparable. Trends are probably appropriate, however. See Kaeser (1979: 468-475).

TABLE 7

PERCENT (By Race by District) Of ENROLLED PUPILS SUSPENDED
(Out-of-School) FIRST-TIME ONLY AND TOTAL SUSPENSIONS

AREA AND DISTRICT		ENROLLED (A)	FIRST SUSPENSION SUSP. (B)	% B of A	AVG. DAYS	OTHER THAN FIRST SUSP. (C)	% C of A	AVG. DAYS	TOTAL SUSP. (D)	% D of A	AVG. DAYS
1	B	3789	561	15	2.2	661	17	2.3	1222	32	2.2
	W	9291	635	7	2.0	442	5	2.2	1077	12	2.1
2	B	3291	392	12	2.4	250	8	2.8	642	20	2.6
	W	10182	483	5	2.6	219	2	2.6	702	7	2.6
3	B	4394	695	16	2.9	730	17	3.1	1425	32	3.0
	W	11139	803	7	2.8	551	5	3.3	1354	12	3.0
4	B	2190	338	15	2.2	386	18	2.8	724	33	2.5
	W	6735	625	9	2.2	609	9	2.8	1234	18	2.5
DIST.	B	13851	1992	14	2.5	2032	15	2.7	4024	29	2.6
	W	37799	2554	7	2.4	1824	5	2.8	4378	12	2.6
DIST. IN & OUT OF SCHOOL	B	13851	2026	15	2.4	2093	15	2.7	4119	30	2.6
	W	37799	2592	7	2.4	1866	5	2.8	4458	12	2.6
ALL		51650	4618	9	2.6	3959	8	2.7	8577	17	2.6
Nationally 1972-73	B	6,553,104	392,437	6	4.46	The percents Black (30) and White (70) nationally approximate the NCCSD situation at 30 percent minority and 70 percent majority.					
	W	15,163,546	471,948	3	3.55						
OCR Data				4.2	4.01						

Several things seem clear from these comparisons. First--and most important--suspensions are used much more frequently (about twice as often) in NCCSD than in the United States (average). This ratio is also true for each race (Black and White). Nationally, of about 21.5 million Black and White pupils (1972-73), 30 percent were Black and 70 percent were White (similar to NCCSD ratio). Nationally, 6 percent of the Blacks, 3 percent of the Whites and 4.2 percent (total) were suspended; comparable figures for NCCSD (1980-81) were 14, 7 and 9, or more than twice the national average in each category.

The total percent of pupils suspended in NCCSD (1980-81) was 17; only Cleveland (of Ohio's seven largest districts) was higher; the average of seven urban areas was 13 percent (14 percent for the state). Even though the reporting years are not exactly the same, the trend is inescapable: Suspension is used much more frequently in NCCSD than in other schools in the United States. This issue--perhaps even more than the issue of proportions of those suspensions to various races--may need address if educational quality is to be improved.

However, even though the total suspension rate in NCCSD is approximately twice that in the U.S. (average), the relationship or ratio of suspension by race (Black and White) is about the same as the national ratio. That is to say, schools in the NCCSD area (1980-81) suspended Blacks twice as often as Whites (14 to 7 percent) and this was also true of the National average (6 to 3 percent); the respective percents of Blacks and Whites in both cases were 30 and 70. This in no way condones the disproportionate suspension phenomenon, especially since the NCCSD area is suspending pupils at more than the national rate. Clearly, alternatives must be sought.

Issues Raised by Multiple Suspensions

The gross suspension data--detailed Computer records and data summarized in Report of Suspensions, School Year 1980-81 (Data Serv. Ctr., 1981)--indicate a need to examine more closely both what is happening in terms of discipline and to review discipline data by various categories such as race or/and offense. It is important to separate multiple suspensions from single suspensions. Obviously, there can't be a multiple suspension until there is a first suspension. However, separate analyses of single suspensions and multiple suspensions isolate trends useful in suggesting solutions to identified problems. For example, school personnel "folk wisdom" contends that it is a few youngsters who cause most of the trouble, who are caught, and who become visible to school officials and staff. Is this true in New Castle County? Also, do youngsters who get caught more often than others influence the statistics on disproportionate suspensions by race? These youth spend considerable time "suspended" and out in the community. When not in school, the youngsters are potential sources of trouble in the community. This, then, is more than just a school problem; it becomes a community problem that will require cooperative efforts to solve. The multiple suspension (or "habitual" suspendee) issue illuminates the need for improved school-parent-community cooperation in understanding problems of school discipline and in seeking solutions to those problems. Some key questions related to the issue of disproportionate multiple suspensions by race are listed here.

1. How do the percentages of first time only suspensions and multiple suspensions compare (by race and other variables)?

2. If multiple suspensions (pupils with 3 or more suspensions in one year) are removed from the gross data, how do suspension ratios compare to race ratios in the schools?

3. Are there certain school-related offenses that seem to be attributed more to one race than to another race?

4. In cases where there is more latitude for action by school officials (i.e., in discipline situations which have considerable room for judgment), does race seem to be a factor in the handling of those discipline situations?

5. In cases where there is less room for judgment by school officials (such as assault, or truancy), is there a greater or lesser degree of variation based upon race in relation to the total pupil population?

Table 10 shows that the schools do indeed have some "habitual offenders" (950 pupils accounted for 3948 suspensions). These habitual "disrupters" may need special programs if the schools are to perform their primary function of education. Perhaps the timing is right for attention to these issues since parents today are particularly concerned that their youngsters learn the "basic skills"; opinion polls continue to identify school discipline as a major concern of parents and community. Table 10a summarizes data from Table 10 (percents by area by race only).

TABLE 10(a)
SUMMARY OF SELECTED DATA FROM TABLE 10

AREA	PERCENTS I. PUPILS SUSPENDED B	W	II. TOTAL SUSPENSIONS B	W	PERCENTS III. PUPILS MINUS 3* B	W	IV. SUSPENSIONS MINUS 3 B	W	NUMBER OF PUPILS ACCOUNTING FOR MULTIPLE SUSPENSIONS
1	47	52	53	47	43	57	44	55	271 for 1142
2	41	53	44	50	39	55	40	54	115 for 451
3	45	53	49	49	42	56	44	54	320 for 1292
4**	35	64	37	63	33	66	33	66	244 for 1063
TOT.	42	56	47	52	40	58	41	57	950 for 3948

*"Minus 3" means removing from the computations those pupils suspended 3 or more times in one year.

**That the schools may need to learn how to handle discipline related to cultural or socio-economic differences seems to be supported by the fact that Area 4, which had little change in percent minority due to desegregation, has a ratio of Black/White suspensions that is much closer to the actual B/W ratio than do any of the other areas. This statement, however, is not suggesting that Area 4 does not still have considerable disproportionate rates--only that Area 4 is closer to the race ratios.

TABLE 10
NCCSD SECONDARY SCHOOLS (1980-81) WITH TOTAL PUPILS SUSPENDED and
TOTAL SUSPENSIONS, and THOSE TOTALS MINUS REPEATED OFFENDERS
(Three or More Suspensions Per Year)

School Enrollment	School	APPROX. % RACE B	W	O	TOTAL PUPILS SUSPENDED B N	%	W N	%	O N	%	TOT.	TOTAL SUSPENSIONS B N	%	W N	%	O N	%	TOT	PUPILS MINUS "3 OR MORE" B N	%	W N	%	O N	%	TOT	SUSPENSIONS MINUS "3 OR MORE" B N	%	W N	%	O N	%	TOT	NOTES Pupils	Suspens.
611	P.S. Dupont	33	66	1	36	56	28	44	0	0	64	44	59	31	41	0	0	75	32	56	25	44	0	0	57	32	59	22	41	0	0	54	7	for 21
592	Hanby	27	72	1	81	66	42	34	0	0	123	208	75	68	25	0	0	276	49	58	36	42	0	0	85	66	59	45	41	0	0	111	38	for 165
859	Mt. Pleasant	28	71	1	69	44	88	56	0	0	157	121	47	137	53	0	0	258	58	44	74	56	0	0	132	81	48	88	52	0	0	169	25	for 89
666	Springer	26	72	2	78	64	43	35	1	1	122	298	75	94	24	3	1	395	40	56	31	44	0	0	71	52	61	33	39	0	0	85	51	for 310
627	Talley	24	74	2	36	50	35	49	1	1	72	76	49	79	50	2	1	157	26	51	24	47	1	2	51	37	53	31	44	2	3	70	21	for 87
1039	Brandywine	20	78	2	65	51	61	48	1	1	127	121	56	93	43	1	1	215	50	48	54	51	1	1	105	66	49	69	50	1	1	136	22	for 79
707	Claymont	25	74	1	33	33	66	67	0	0	99	47	31	104	69	0	0	151	29	33	59	67	0	0	88	34	30	78	70	0	0	112	11	for 39
1270	Concord	20	79	1	72	39	109	61	0	0	181	131	44	164	56	0	0	295	54	36	94	64	0	0	148	67	37	113	63	0	0	180	33	for 115
917	Mt. Pleasant	19	80	1	83	34	160	66	0	0	243	175	36	305	64	0	0	480	58	32	122	68	0	0	180	79	33	164	67	0	0	243	63	for 237
7288	AREA 1				553	47	632	52	3	1	1188	1221	53	1075	47	6		+2302	396	43	519	57	2		+917	514	44	643	55	3	1	1160	271	1142
523	Brandywine Spr	23	75	2	38	42	52	56	2	2	92	82	43	104	54	5	3	191	27	40	40	59	1	1	68	35	40	51	59	1	1	87	24	for 104
810	Conrad	26	68	6	28	33	49	59	7	8	84	32	28	69	61	12	11	113	28	36	45	58	5	6	78	32	34	56	60	6	6	94	6	for 19
397	AI Jr.	17	55	28	22	36	20	32	20	32	62	37	38	28	49	32	33	97	17	33	18	34	17	33	52	21	32	21	32	23	36	65	10	for 32
407	H.B. Dupont	20	77	3	21	49	18	42	4	9	43	40	52	32	42	5	6	77	17	47	15	42	4	11	36	24	49	20	41	5	10	49	7	for 28
303	Krebs	26	73	1	13	41	20	59	0	0	33	17	33	34	67	0	0	51	13	42	18	58	0	0	31	17	40	25	60	0	0	42	2	for 9
595	Skyline	24	73	3	63	57	46	42	2	2	111	136	60	89	39	3	1	228	50	56	37	42	2	2	89	71	59	46	38	3	3	120	22	for 108
482	Stanton	21	78	1	23	40	31	60	0	0	54	47	57	35	43	0	0	82	17	35	31	65	0	0	48	20	36	35	64	0	0	55	6	for 27
889	AI Sr.	17	75	8	33	31	60	57	12	12	105	42	33	69	56	13	11	124	30	36	57	58	12	12	99	33	31	60	57	13	12	106	6	for 18
1137	Dickinson	19	80	1	46	45	56	54	1	1	103	82	52	74	47	1	1	157	37	41	52	58	1	1	90	50	44	62	55	1	1	113	13	for 44
1099	McKean	20	77	3	45	42	61	57	2	2	108	62	43	82	56	2	1	146	39	40	57	58	2	2	98	44	39	68	60	2	2	114	10	for 32
842	Wilmington	25	71	4	37	33	70	64	3	3	110	52	34	96	63	4	3	152	34	34	64	64	3	3	101	42	34	76	62	4	4	122	9	for 30
7484	AREA 2	23	71	6	369	41	483	53	53	6	905	629	44	712	50	77	6	1418	309	39	434	55	47	6	790	389	40	520	54	58	6	967	115	for 451
388	Central	29	66	5	27	63	15	35	1	2	43	47	67	19	27	4	6	70	23	61	15	39	0	0	38	31	62	19	38	0	0	50	5	for 20
860	Gauger	32	67	1	66	43	88	57	0	0	154	108	41	155	59	0	0	263	57	45	70	55	0	0	127	71	44	90	56	0	0	161	27	for 102
621	Ogletown	34	64	2	61	47	67	51	3	2	131	106	50	103	49	3	1	212	49	45	57	52	3	3	109	62	47	66	50	3	3	131	12	for 81
742	Shue	24	72	4	63	50	55	44	7	6	125	124	54	91	40	14	6	229	48	48	46	46	6	6	100	68	49	63	45	8	6	138	25	for 91
1780	Christiana	23	75	2	136	37	227	61	9	2	372	329	41	452	57	17	2	798	85	32	170	65	7	3	262	112	33	219	64	11	3	342	110	for 456
1758	Glasgow	30	68	2	157	53	140	47	0	0	297	304	60	201	40	0	0	505	120	49	125	51	0	0	245	153	50	150	50	0	0	303	52	for 202
1789	Newark	23	74	3	168	43	212	54	11	3	391	362	50	337	47	19	3	718	119	39	174	58	9	3	302	166	44	202	53	10	3	378	89	for 340
7938	Area 3	28	69	3	678	45	804	53	31	2	1513	1380	49	1358	49	57	2	2795	501	42	657	56	25	2	1183	663	44	808	54	32	2	1503	320	for 1292
936	Gunning B.	22	76	2	85	31	185	68	2	1	272	190	33	387	66	4	1	581	55	28	139	71	1	1	195	67	27	181	73	1	+	249	77	for 332
626	N. Castle	31	68	1	61	42	85	57	2	1	148	121	38	190	61	2	1	313	48	46	55	52	2	2	105	63	49	64	49	2	2	129	43	for 184
769	George Read	22	75	3	54	35	97	63	3	2	154	104	36	186	63	3	1	293	42	36	73	62	3	2	118	54	35	97	63	3	2	154	36	for 139
2158	Wm. Penn	24	75	1	134	35	256	64	2	1	392	307	39	475	61	2	+	784	94	31	208	68	2	1	304	117	31	257	68	2	1	376	88	for 408
4489	Area 4	26	71	3	334	35	623	64	9	1	966	722	37	1238	63	11		+1971	239	33	475	66	8	1	723	301	33	599	66	8	1	908	244	for 1063
27,199	TOTALS	26	72	2	1934	42	2542	56	96	2	4572	3952	47	4383	52	151	1	8486	1445	40	2085	58	82	2	3612	1867	41	2570	57	101	2	4538	950	3948

8486 = Total Jr. and HS Suspensions. 8737 = Total (In/Out Susp.); 8558 Out-of-School.

Comparisons of data in columns I with III and columns II with IV show that when "multiple" offenders are excluded from the count, the percents of suspensions (or pupils) reduce slightly for Blacks (a range of 2 to 9 percent) and increase for Whites (a range of 2 to 8 percent). More Blacks than Whites are suspended three or more times per year. Those suspended three or more times constitute an identifiable group of youngsters who are not in school and who might be considered "disaffected," or alienated by schools. (Table 10a).

This fact causes an interesting dilemma. Since there is a larger group of Black youth than of White youth alienated from the schools and causing constant problems, then any special program to deal directly with the behavior problems will have a disproportionate representation of Black youth.

Basically, Tables 10 and 10a show that 950 of 27,199 pupils caused 3948 of 8486 total secondary school suspensions (less than 4 percent of the pupils account for 47 percent of the suspensions)*. Of the 950 pupils, 489 or 51 percent were Black; 457 or 48 percent were White and 14 or 1 percent were Other. This relationship is only slightly more disproportionate than the 47, 51, 2 percent figures for total suspensions by Race (B,W,O). Results support the disciplinarians' common-sense dictum that a few pupils cause most of the trouble. (Interestingly, we hear little of another disciplinarian's law: "80 percent of discipline referrals come from 20 percent of the teachers.")

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*If the total pupil population (including elementary) is about 50,000 and elementary only caused about 300 suspensions--none multiple--then about 2 percent of the pupil population caused 46 percent of the problems as defined by suspensions--2 percent account for nearly one-half the problems.

Suspensions Analyzed into Three Categories

Analyses of "Incident Reports" and reported suspension data lead to some tentative generalizations that may require further study. Cases relating to Hispanic students tend to be quite "emotional"; they often involve high emotions, loud verbal exchange, and spontaneous physical action. They seem to be "explosive." Once apprehended, White pupils seem to do as requested by school officials (e.g., they agree to locker searches). Black pupils, more frequently than White pupils, tend to refuse school requests for such things as locker searches. There are considerably higher ratios of Black suspensions for offenses listed as 9, 15, and 22 and a higher ratio of White suspensions for offenses 5 and 6 (Report of Suspensions, 1981). (See Appendix B for a listing of the 29 reasons for suspension used in reporting). Other offenses, (e.g., 4, 7, 8, 14, 20, 21) seem to approximate the ratio of students by race (about 30% to 70%).

To push a little deeper on this issue, an analysis by race was conducted of some groupings of offenses. For purposes of this analysis, reported offenses were divided into three categories. The categories are shown below in Figure 2: (Suspension Reason 29, "Other," was excluded from the analysis). Table 11 shows the distribution of 8493 categorized offenses.

I. Issues that are left mostly to the discretion of a school staff member both in interpretation and in deciding to report the issue. Adults probably would not receive punishment for these (status offenses).
Reasons: 1, 2, 3, 5, 8, 9, 10, 12

II. Issues that leave little room for judgment relating to school rules--either the student did or did not violate rules.
Reasons: 4, 6, 7, 11, 13, 14, 15

III. Issues that would be offenses if adults did them (whether in school or not) if they were reported and someone pressed charges.
Reasons: 16-28

Figure 2. The 28 Reasons for Suspensions as Grouped Into 3 Categories

TABLE 11
GROUPING OF SUSPENSION REASONS INTO THREE BROAD CATEGORIES
(School Judgment, Status and Adult Offense)
ANALYZED BY RACE

RACE and Computations		I. School Judgment Call		II. School Status Offense		III. Adult Offense		
		N	Row %	N	Row %	N	Row %	TOT.
B	N	1808	45	758	19	1433	36	3999
	Col. %	49		34		55		47
W	N	1798	41	1445	33	1097	25	4340
	Col. %	49		65		42		51
O	N	62	40	35	23	57	37	154
	Col. %	2		2		2		2
TOT.		3668	43	2238	26	2587	31	8493

Table 11 shows that for Category I (Judgment Calls) the percent of suspensions is 49, 49, 2 (B,W,O) and similar to the suspension percent by race in NCCSD (47, 51, 2). Category I includes aggravating, but not dangerous offenses that require a judgment by the administration, or on the part of school personnel who refer the pupil. Judgments on questions such as defiance of authority, general classroom disruption, use of profanity, etc., may vary from teacher to teacher. Some teachers may be more skillful than others in "defusing" these incidents before they become issues to be reported to the office.

Table 11 shows that Category II (school status offense) suspensions (34, 65, 2 percent for B,W,O) more closely parallel the percent of race distribution. Category II offenses are "yes/no" issues of breaking widely known school rules (truancy, cutting a class, leaving school grounds, trespassing or loitering at school) or rules made necessary by the school environment. In these offenses where there is less room for discretionary judgments, there is almost no disproportionate representation of the races. (Kids will be kids?)

Category III offenses again show the disproportionate relationship (55, 42, 2 percent by B,W,O) expressed by out-school suspension rates (53, 45, 2 by B,W,O) in NCCSD. There is little discretion in most of these categories, except

as the administration chooses to write them up (is it fighting or assault?), or if the police are called in. How often does a relatively minor discipline situation escalate due to pupil/school official conflicts and attitudes that may stem from lack of cultural understanding?

Since these divisions into three categories are subject to some interpretation, a second computation using a slightly different configuration for each of the three categories was completed. (See Table 11a in Appendix B). The results were similar. (From Table 11a, reported as percents: Blacks, for instance, received 54 percent of Category I, 33 percent of Category II and 56 percent of Category III suspensions. See below.)

	Category		
RACE	I	II	III
B	54	33	56
W	44	65	42
O	2	1	2

Table 11 also shows the percent of total offenses of each race grouping that falls into categories I, II and III. For example 45 percent of all Black suspensions were in Category I, 19 percent in Category II and 36 percent in Category III. Table 11b (In Appendix B) shows the expected distribution of suspensions by category by race using the percents of each race in attendance in NCCSD. Ratios of expected to actual show the extent of the disproportion of distribution of suspension. For Blacks the ratios are: Category I, 1.83; Category II, 1.25; Category III, 2.05; Total, 1.74. Corresponding ratios for Whites are: .70, .92, .61, and .73. For Other minorities the ratios are: .56, .52, .73, and .60. Clearly, Black pupils are greatly overrepresented in Categories I and III.

School personnel must address the fact that for relatively minor "judgment calls" Black pupils are greatly overrepresented (1.83 times as often as expected based on the percent of Black pupils in schools).

Black parents and the community, as well as school personnel, must address the fact that Black pupils are extensively overrepresented in Category III (2.05 times) which includes the more serious or violent offenses.

Neither group should summarily reject or try to rationalize these figures away. The underlying causes should be sought.

Suspension and Failure: Questions of Quality and Equality

At least as important as the issue of disproportionate impact of suspensions are the issues of disproportionate impact of failures and the relationships between failure and suspension. Youngsters can't learn what schools have to offer unless they are in attendance. Recent research has shown the value of direct instructional time spent on task if we expect to attain the objectives or goals of the instruction. Further, youngsters are "grouped" so that they can receive instruction appropriate for their levels of abilities, and they are sometimes "tracked", or placed in programs designed to help them prepare for futures dictated by their personalities, preferences, aptitudes, and prior achievement. If attention is paid to placing youngsters in classes/groups where they are likely to succeed, there should be a low level or percent of failure. Does this seem to be the case?

Data for the first marking period (1981-82) for four high schools in the NCCSD area are shown in the following table. Data in Table 12 show the number and percent of pupils (B,H,O) by grade and total school failing at least one course, and the number and percent (by B,H,O) of courses failed by grade and school. Several generalizations are noteworthy: 1)the percent of Black students failing generally decreases between grades 9 and 12 (but increases for White pupils?!); 2)the "Sophomore slump" is a fact for Black pupils, and 3)the Junior year seems best (in terms of not failing) for Black pupils.*

*This generalization is based on a "one-shot" look. The populations are different in each grade. Several years of observation will be needed to verify the conclusion.

TABLE 12

FAILURE RATES IN FOUR SELECTED HIGH SCHOOLS (1981-82 YTD)
By GRADE and By RACE VARIABLES

		SCHOOL A (1400)							SCHOOL B (1200)						
GRADE	RACE	RACE %	PUPILS FAILING N	PUPILS FAILING %	DISCREPANCY	COURSES FAILED N	COURSES FAILED %	DISCREPANCY	RACE %	PUPILS FAILING N	PUPILS FAILING %	DISCREPANCY	COURSES FAILED N	COURSES FAILED %	DISCREPANCY
9	B	22	36	38	+16	96	43	+21	37	100	41	+4	277	41	+4
	H	2	4	4	+ 2	9	4	+ 2	7	20	8	+1	54	8	+1
	O	76	55	58	-18	119	53	-23	56	126	51	-5	342	51	-5
	TOT.		95			224				246			673		
10	B	29	71	49	+20	137	48	+19	45	100	49	+4	272	41	+6
	H	.5	1	1	+	3	1	+1	7	16	8	+1	33	6	
	O	71	73	50	-21	147	51	-20	49	90	44	-5	225	42	-7
	TOT.		145			287				206			530		
11	B	20	44	34	+14	81	33	+13	39	71	43	+4	157	40	+1
	H	.5	2	2	+	4	2	+	5	8	5	0	22	6	+
	O	79	85	65	-14	164	66	-13	56	87	52	-4	216	55	-1
	TOT.		131			249				166			395		
12	B	17	26	30	+13	46	32	+15	30	46	35	+5	96	36	+6
	H	.5	0	0	-	0	0	-	4	8	6	+2	17	6	+2
	O	83	62	71	-12	100	69	-14	66	76	58	-8	156	58	-8
	TOT.		88			146				130			269		
SCH.	B	22	177	39	+17	360	40	+18	38	317	42	+4	802	43	+5
	H	1	7	2	+ 1	16	2	+ 1	6	52	7	+1	126	7	+1
	O	77	275	60	-17	530	58	-19	56	379	51	-5	939	50	-6
	TOT.		459			906				748			1867		

Less than 1 percent shown as .5 or rounded to 1; other percents rounded and may not always total 100. B=Black; H=Hispanic; O=Others. 11/81 data

TABLE 12 (Continued)

GRADE	RACE	SCHOOL C (1600) RACE %	PUPILS FAILING N	PUPILS FAILING %	DISCREPANCY	COURSES FAILED N	COURSES FAILED %	DISCREPANCY	SCHOOL D (1200) RACE %	PUPILS FAILING N	PUPILS FAILING %	DISCREPANCY	COURSES FAILED N	COURSES FAILED %	DISCREPANCY
	B	28	78	44	+16	184	43	+15	32	55	50	+18	133	53	+21
9	H	1	3	2	+ 1	6	1	+	.5	1	1	+	5	2	+ 2
	O	71	96	54	-17	236	55	-15	68	54	49	-19	111	44	-24
	TOT.		177			426				110			249		
	B	26	59	44	+18	139	51	+25	32	63	44	+12	146	48	+16
10	H	2	2	2	-	12	4	+ 2	1	1	1	-	2	1	
	O	72	72	54	-18	124	45	-27	67	78	55	-12	155	51	-16
	TOT.		133			275				142			303		
	B	16	24	22	+ 6	53	27	+11	21	47	31	+10	96	34	+13
11	H	1	0	--	- 1	0	--	- 1	1	3	2	+ 1	8	3	+2
	O	83	86	78	- 5	140	73	-10	78	104	68	-11	182	64	-14
	TOT.		110			192				154			286		
	B	19	24	33	+14	41	33	+14	22	45	34	+12	83	37	+15
12	H	2	3	4	+ 2	6	5	+ 3	.5	1	1	+	2	1	+
	O	79	46	63	-16	77	62	-17	78	88	66	-12	142	63	-15
	TOT.		73			124				134			227		
	B	23	185	38	+15	416	41	+18	26	210	39	+13	458	43	+17
SCH.	H	2	8	2	-	24	2	+	.5	6	1	+	17	2	+ 2
	O	76	300	61	-15	577	57	-19	74	324	60	-14	590	55	-19
	TOT		493			1017				540			1065		

For this study, however, it is important to notice the percent of discrepancy--based on actual numbers of failures and the actual percent of each racial grouping--between Black and, especially, Other (which is mostly White). Blacks are overrepresented in failures between 1 percent (grade 11 at School B) and 25 percent (grade 10 at School C). Without School B--which constantly outperforms the other schools in terms of this discrepancy rating--the range is between 11 and 25 percent overrepresentation of Black pupils in the failures.

The issue of disproportionate distribution of Black pupils in Special Education and lower "tracks" aside (we were told in interviews that Blacks were in lower tracks so they could have a chance at success), why--if Blacks are put in these classes so they can have opportunities for success--is there such a great disproportionate incidence of Black failure? Note the dilemma. If more Blacks are put into remedial classes, the present overrepresentation of Blacks in those classes will increase; if Black students are put into regular classes, they stand a relatively high chance of failure if the curriculum and instruction stay as they are). This question becomes particularly thorny if there are not excellent instruction and programs in the remedial sections, and provision to move out of remedial into regular programs. Newer instruction approaches, such as Bloom's "Mastery Learning" and the AASA's Network of Outcome-Based Schools or National Center for the Improvement of Learning (NCIL), may provide a way out of the dilemma. Data in Table 12 show large discrepancies in the percent of Black youth in the schools and the percent of Black youth failing courses. What happens when these data are juxtaposed with failure rates? (All data in percents for 1981-82. See page 32).

Adjustments (such as Mastery Learning techniques) may be in process in the elementary schools now. In a few years, results of these changes should be felt in secondary schools.

COURSES FAILED IN FOUR SELECTED HIGH SCHOOLS (Table 12)
FOR GRADE 9 and TOTAL SCHOOL (PERCENTS)

NCCSD AREA RACE	NCCSD AREA SUSPEN.	A		B		C		D	
		9	TOT.	9	TOT.	9	TOT.	9	TOT.
B 27	47	43	40	41	43	43	41	53	43
H 3	3	4	2	8	7	1	2	2	2
O 70	50	53	58	51	50	55	57	44	55

It is difficult not to notice the similarities between disproportions in suspensions and in courses failed. Internal analyses of Table 12 emphasize this issue. We believe that a more thorough analysis of this presumed relationship is warranted. (Especially since some districts are planning to develop a failure policy based on attendance). Which comes first? Failure and then suspension? How are these two related? How do the curriculum and instructional processes alleviate or exacerbate this problem? And that which seems most important, what can be done to improve the situation? We presume that there are no easy solutions to this problem, but some steps should be taken.

1. Establish a Select Committee of Educators and Community People to Explore Alternatives
2. Brainstorm/Review Data/Collect Testimony (informal)/List Alternatives
3. Visitations and Consultations
   a. NDN b. NCIL c. Mastery Learning/Outcome-Based Schools
4. Develop a Plan of Action
5. Move ahead.

This sort of planning activity could well be implemented by a bi-racial school advisory group as one way to seek improvements in the rates of suspensions. Suspensions and Failure seem to be related. In this sense discipline, grouping and tracking, and special education seem closely related.

Suspensions by Selected Variables Such as School Size, Percent Minority, etc.

Tables 13 and 14 present suspension data in different configurations in one attempt to identify trends that may influence the rates of suspensions. Table 13 lists (Col. I) 31 Junior and Senior High Schools by size (small to large) and then in successive columns lists (1980-81) numbers of pupils suspended, total suspensions, pupils and total suspension (with the 3-or-more "habituals" removed), then shows (Col. VI-IX) rates for those four designations (Col. II-V) developed by dividing the number in each column by the school size. Columns X-XIII include demographic data about the schools. Column XIV shows those schools visited by the study team during the data collection sessions.

Table 14 ranks the 31 schools in descending order based on the percent minority enrollment (Column B) and then lists other variables such as school size (Col. A), suspension rates (Col. C). The 31 schools are divided into approximate one-thirds (top 10, middle 11, and bottom 10) for comparison and analysis.

Table 13 shows that Suspension rates (column VII) vary from a high of .62 to a low of .12 and Suspension rates (column VIII--with the habitual offenders removed) vary from .27 to .09. The school with a .62 total rate improves that rate to .27 (column IX) when the habitual offenders are removed. Schools with a suspension rate (pupils suspended, column VI) more than .15 should review carefully their suspension procedures. (14 of 31 schools are below .15, including 5 of 10 high schools).

TABLE 13 SUSPENSION VARIABLES BY SCHOOL SIZE

SCHOOLS BY ENROLLMENT (N)	Pups. Susp.	Tot. Susp.	Minus Habitual (3or more) Pups.	Susps.	II/I	III/I	IV/I	V/I	%B	%W	%O	%Minor.	Schools Visited by Team	SCHOOL NAME
303	3[illegible]	51	31	4[illegible]	.11	.17	.10	.14	26	73	1	27		Krebs
388	43	70	38	50	.11	.18	.10	.13	20	66	5	34		Central
397	62	97	52	65	.16	.24	.13	.16	17	55	28	45		A.I. Jr.
407	43	77	36	49	.11	.19	.09	.12	20	77	3	23		H.B. Dupont
482	54	82	48	55	.11	.17	.10	.11	21	78	1	22	X	Stanton
523	92	191	68	104	.18	.37	.13	.20	23	75	2	25		Brandywine Spgs.
592	123	276	85	111	.21	.47	.14	.19	27	72	1	28	X	Hanby
595	111	228	89	120	.19	.38	.15	.20	24	73	3	27	X	Skyline
611	64	75	57	54	.10	.12	.09	.09	33	66	1	34		P.S. Dupont
621	13[illegible]	212	109	131	.21	.21	.18	.21	34	64	2	36		Ogletown
626	14[illegible]	313	105	129	.24	.50	.17	.21	31	68	1	32	X	New Castle
627	72	157	51	70	.11	.25	.08	.11	24	74	2	26		Talley
666	122	395	71	85	.18	.59	.11	.13	26	72	2	28		Springer
707 HS	99	151	88	112	.14	.21	.12	.16	25	74	1	26	X	Claymont HS
742	125	229	100	138	.17	.31	.13	.19	24	72	4	28		Shue
769	154	293	118	154	.20	.38	.15	.20	22	75	3	25		G. Read
810	84	113	78	94	.10	.14	.10	.12	26	68	6	32	X	Conrad
842	110	152	101	122	.13	.18	.12	.14	25	71	4	29		Wilm HS
859	157	258	132	169	.18	.30	.15	.20	28	71	1	29		Mt. Pl. JHS
860	154	263	127	161	.18	.31	.15	.19	32	67	1	33	X	Gauger
889	105	124	99	106	.12	.14	.11	.12	17	75	8	25	X	A.I. HS
917 HS	243	480	180	243	.2[illegible]	.52	.20	.26	19	80	1	20		Mt. Pleasant HS
936	27[illegible]	581	195	249	.29	.62	.21	.27	22	76	2	24		Gunning-Bedford
1039 HS	12[illegible]	215	105	136	.12	.21	.10	.13	20	78	2	22	X	Brandywine HS
1089 HS	108	146	98	114	.10	.13	.09	.10	20	77	3	23	X	McKean HS
1137 HS	103	157	90	11[illegible]	.9	.14	.08	.10	19	80	1	20		Dickinson HS
1270 HS	181	295	148	18[illegible]	.14	.23	.12	.14	20	79	1	21		Concord HS
1758 HS	297	505	245	303	.17	.29	.14	.17	30	68	2	32		Glasgow HS
1780 HS	372	798	262	342	.21	.45	.15	.19	23	75	2	25	X	Christiana HS
1789 HS	391	718	302	378	.22	.40	.17	.21	23	74	3	26		Newark HS
2158 HS	392	784	304	376	.18	.36	.14	.17	24	75	1	25	X	Wm Penn HS
TOT. 27,199														
Cols. I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	

TABLE 14

SUSPENSION VARIABLES ARRAYED By PERCENT MINORITY IN 31 SECONDARY SCHOOLS

School Size		% Min.	Col. VII	BxC
917 HS		20	.52	.10
1137 HS		20	.14	.03
1270 HS		21	.23	.05
482		22	.17	.04
1039 HS		22	.21	.05
407		23	.15	.04
1099 HS		23	.13	.03
936		24	.62	.15
523		25	.37	.09
769	10	25	.38	.10
889		25	.14	,04
1780 HS		25	.45	.11
2158 HS		25	.36	.09
627		26	.25	.07
707 HS		26	.21	.05
1789 HS		26	.40	.10
303		27	.17	.05
545		27	.38	.10
592		28	.47	.13
666		28	.59	.17
742	11	28	.31	.09
842 HS		29	.18	.05
859		29	.30	.09
626		32	.50	.16
810		32	.14	.04
1758 HS		32	.29	.09
860		33	.31	.10
388		34	.18	.06
611		34	.12	.04
621		36	.34	.12
397	10	45	.24	.11
A		B	C	D
		From Col. XIII of Table 13	Susp. Ratio = # Susp. ÷ # Pupils in School	

If we look at approximate thirds (N=10,11,10) of the groupings of responses from Tables 13 & 14 there are some interesting generalizations. Table 13 lists schools by size from smallest to largest in Column I and then displays some key data according to the rankings of school size; Table 14 shows school size in Column A, but is ranked from low to high based on Column B, percent of minority pupils in each school. Based on the distribution of the 31 schools into thirds, we derive the following summary.

	Smallest (N=10)	Middle (N=11)	Largest (N=10)
Ave. Suspension Ratio by School Size	.26	.30	.34
Ave. Suspension Ratio by % Minority	.30	.34	.27

There seems to be a direct, positive relationship between school size and the ratio of suspensions from Column VII of Table 13. That is, the average suspension ratio in the 10 smallest schools is .26; in the 10 largest schools it is .34, and for the 11 middle-sized schools the mean is .30. However, when schools are clustered by the percent minority, there is not a similar direct, positive relationship (.30, .34 and .27). There are more high schools in the low-minority percent group and the large-school size group, and the opposite is true for the junior high school group. The average suspension ratio for H.S. is .28; for JHS it is .31.

Data from Interviews

Besides reviewing Incident Reports and reviewing and analyzing in slightly different ways the data provided by the Data Service Center, the study team visited in schools and met with school and community groups. During those times we interviewed selected respondents either individually or in small groups. Depending on the group and the setting, we used one or more of the three discipline and two special education/grouping interview forms to collect the data. Individual written comments on the discipline questionnaire were also used as group interview data. Approximately 40 people were interviewed

at community meetings (some twice); 180 were interviewed individually; 143 responded at length on the Discipline Context Inventory (DCI). Of the 323 written responses (DCI and individual interviews), there were 92 B, 217 W and 14 Other (28, 68 and 4 percent respectively). Responses are summarized in the following sections.

Interview Guides: Discipline

Three forms were used to guide the interviews about discipline: 1) "In-School Suspensions or Alternative Programs", 2) "Interview Questions", and 3) "Discipline Interview Guide (General)". Copies of the three forms are in Appendix C. These forms were used to record responses of respondents interviewed either individually or in small groups. Responses were then categorized according to respondent race, position, etc. The tabulated responses were synthesized and summarized. Demographics of respondents for each of the forms are shown below.

In-School Suspensions	B	W	TOT.
Admin.	2	8	10
Teacher	1	0	1
	3	8	11

Interview Questions	B	W	TOT.
Admin.	8	17	25
Teacher	7	20	27
Other	3	12	15
	18	49	67

Discipline Guide	B	W	TOT.
Admin.	9	18	27
Teacher	10	27	37
Students	4	23	27
Other	1	10	11
	24	78	102

In-School Responses Summarized. (N =11). (27%B; 73%W)

1. Processes/Offenses. One school only uses "In-School" as a convenience for parents so decision is based on parent work schedule, etc. Most of the schools use in-school based on an administrator's decision (based usually on a teacher's referral). A pupil's record is usually considered; in-school should be used for truancy and other offenses such as smoking, cursing, first fight, etc.

2. Time. Time varies from short stay (time-out-room or cool-off) to five days. Students say that it averages three days.

Mechanics/Cost, etc. There are some Alternative Schools where pupils may be sent for up to 20 days (e.g., Springer) for more serious offenses. Usually the step is to isolate the pupils and let them do remedial (Basic Skills) work. Usually an academic teacher is there to help with pupils' work. There are some additional costs associated with these programs.

3. Offenses Punishable by Suspension? All respondents referred us to the "Code of Conduct" for these.

4. Advantages. Several advantages were noted: There are small groups for individual attention. Pupils will have controlled work sessions and are not out of school. The pupils may receive counseling. They can obtain assignments (sometimes) and class notes. Parents may not know or find out (pupil-cited advantage). It doesn't hinder parents (i.e., interrupt their work) and is effective. Pupils don't like to go to in-school suspension room.

5. Disadvantages. Many could not think of or list any disadvantages. Students said that 1) they can't do missed work or make up tests, and 2) teachers won't help you find out what you missed. If a pupil goes to the Alternative School, you may get a worse kid back (same effect as incarceration for some juveniles). The "Domino Effect" may take over--you send the "worst" kid out of a teacher's room and suddenly there is another "worst" kid.

The Skyline Student Assistance Center. The Red Clay School system has a recently instituted policy that there should be some form of alternative discipline system in Junior High Schools. At Skyline the program seemed furthest along--a room, structure, schedule, process, etc. had been set up and was operating. There were a counselor, teacher, and receptionist/record-keeper. The Student Assistance Center offers another level of discipline and provides some important alternatives. (Interested persons should visit Skyline or get a written description of it). Pupils have the option of self-referral, as well as being referred by teachers, administrators. Work is required and monitored. (See Appendix D).

Summary. There was almost universal support of in-school suspensions, especially for such things as truancy and class cutting, where suspension seems to reward the behavior being punished.

Interview Questions

An interview guide consisting of nine questions was used to collect responses from individuals and to expand on the responses of some who answered the five questions of the Discipline Interview Guide. Demographics of those who responded to these questions are: (Some did not answer all questions).

Position	B	W	TOT.
Teachers	7	20	27
Administrators	8	17	25
Others	3	12	15
TOTAL	18	49	67
	27%	73%	

Not all individuals responded to all questions in these interview situations. Few Blacks responded to question two; 5 (of 21) respondents to question five were Black. There were no clear differences in responses made by Blacks and Whites, whether they were teachers or administrators. Black females were singled out twice as being special discipline problems. A summary follows.

1. What Student Behaviors Upset You Most? Loudness, "street" language, and overt defiance of staff were mentioned most, followed by lack of respect, thefts, immaturity, defiance of rules, tardiness, truancy and throwing trash. One group was upset about students making up excuses and being unwilling to accept responsibility for their own actions. Small verbal conflicts may escalate and lead to fights. There was no agreement as to which groups normally exhibit these behaviors (Blacks, Black females, Whites, and All were selected as responses). Concern was expressed about problems of urban kids mixing with suburban ones, and of them bringing neighborhood problems to the school (cited as a problem with Blacks). Whites were cited as tardy, truant, and not accepting

responsibility for own actions.

2. What Student Behaviors Please You Most? Manners, cooperation and attentiveness win here, together with pride in school and self-pride, honesty, Black/White acceptance of each other. Note that these are generalized statements of "good" behavior that schools reward. Respondents want to see this in all pupils and all pupils are equally likely to display these behaviors.

3. Is Your School System Suspending Too Many (few, just right) Pupils? Of 37 responses there were three "just right", six "too many", fifteen "too few" and thirteen "don't know". The latter responses may be because system-wide suspension rates are not widely known.

4. Is Your School Suspending...? The 29 responses were: Too Few, 13; Too many, 6; and Just Right, 10. The "Too Few" responses here and in prior questions were by Whites who said that fear kept schools from suspending some kids who deserve it. Some thought that the schools had good options and used suspension only as a last resort. One group of administrators (2B and 2W) said that it was usually a small group of the same kids who were suspended. Another group of administrators (1B and 3W) said that one problem was that kids considered some of the rules minor, but the problem was that they consistently broke the little rules.

5. Do Students Get Due Process? All repondents to this item (N=43) said "Yes." Two individuals and one group of administrators (4) had some qualifications ("Some, but getting better", "mostly", and "...but after constant and repetitive breaking of the rules by the same kids, this may get a bit lax.") In some cases there is written and/or oral notice and in one school there may be a parent conference before even short-term suspensions. .

6. Is Bias Involved in Suspension? 30 respondents (10B and 20W) said "No." Seven (3B, 4W) said "Yes" or "Some". One Black who said "No" added that the principal was fair, but some teachers weren't. Two "No" respondents said that many teachers don't understand cultural differences and create or escalate problems. Five (1B, 4W) said rules were not consistently applied.

7. Have You Known Successful Programs for Suspensions? Yes (12), No (16), No Response (39). In-school suspension was mentioned by all 28, and five commented on PASS (Positive Alternatives to School Suspensions).

8. What Creative Action--Alternative to Suspension--Would You Try? Several ideas were mentioned: Restitution, In-school, Time-Out Room, and Alternative (in a special building) Programs. More student-centered and school-related activities--music, dramatics, athletics--were mentioned as ways to deter discipline problems.

9. How Would You Overcome the Problem of Suspensions? A few respondents made some suggestions: Make better use of such resources as Home-School/Human Relations specialists, counsellors, Youth Aid Offices and community agencies; use more detention; more inservice for teachers and staffs; try to establish high expectations of school for allpupils; send kids home at end of day and not readmit without a parent conference.

Summary. There were almost no patterned differences in responses by race or position (except question 6). Most creative alternatives (questions 8 or 9) were used somewhere in the four systems, or else they reflected knowledge of current research on what makes a good school (raise expectations). In responding to these questions, respondents did not attribute particular behaviors to groups (stereotype) and respondents did reflect a desire for an orderly, quiet, non-profane school (as they would define it). Good behavior consisted of manners, cooperation, responsibility for one's own acts, etc. It must be noted that there are characteristics of good or successful schools that have been identified in the literature (These characteristics generally are listed under "positive school climate," one of the five characteristics of good or effective schools; the rest are: strong administrative leadership, high expectations for pupils, emphasis on basic skills, and continual assessment and monitoring of progress).

Discipline Interview Guide (General)

The five-question "Discipline Interview Guide" was used for most of the interviews on school discipline. The demographic data (race/position) of respondents appear below.

	RACE				
	B		W		
Position	N	%	N	%	TOT.
Teacher	10	27	27	73	37
Administrator	9	33	18	64	27
Pupil	4	15	23	85	27
Other (Aides, etc.)	1	9	10	91	11
TOTAL	24	24	78	76	102

A summary of responses for each question follows. If there were differences by race or position, these differences are noted.

1. Status of School Discipline? Students generally believe that discipline is O.K. and mostly fair. They can identify a few incidents and a few "bad" teachers. All students would rather be where they are than in other schools. Of those who are not students (N 75), 22 describe discipline as good, 4 describe it as poor, or "not good enough", and the remainder describe discipline generally as "getting better." Most problems are with "Black inner-city pupils"; some teachers "may back kids into a corner." There is no clear division in responses along racial lines. (Only 3 of 19 Black educators thought that discipline was poor.)

2. Procedures for Handling Discipline. Except for a few minor differences between schools and some differences between levels (elementary and secondary) each respondent knew the procedures for discipline and referrals. Most often the Code of Conduct or a school handbook was mentioned as the guideline. By levels, there are some differences, but the discipline problems are different. At the

elementary level, teachers are expected to take most responsibility--such as, contact parents, hold conferences, etc. At the secondary level there is more reliance on referral to the administration. There are clear procedures for reporting discipline (suspensions) to the system and to the Data Service Center.

3. How are People Informed About Rules, etc? All respondents answered this question and provided positive examples of the informing process. Most mentioned in descending order were: the Code of Conduct, Handbooks, discussions in classes, newsletters; others mentioned often were conferences, open houses newsletters, manuals, notes sent home with students, home visits, parent conferences, phone. Problems that some parents encounter in getting to schools were mentioned consistently. Students mentioned Code, Handbooks and "in classes."

4. Offenses Punishable by Suspension. All respondents referred to the Code of Conduct, which includes a detailed list of offenses and alternative punishments for first and subsequent offenses. Students knew the "rules" for suspensions.

5. Disciplining Techniques Other Than Suspension. Some ideas that received frequent attention were: in-school suspensions, detention, Time-Out-Room (TOR), in-school alternative programs (such as the SAC program at Skyline), out-of-school alternative programs (such as the program at Springer), Use of "Validated" programs from the National Diffusion Network (NDN) such as Positive Alternatives to School Suspension (PASS), New Model Me, etc. Other suggestions include: restitution, counseling, behavioral contracts, work details around school, work more closely with resources (such as Home-School, Human-relations specialist, Community agencies, Youth Aid Officers), re-scheduling of students into other classes.

Some ideas to prevent, or head off, disciplinary problems were offered. These included:

- Stress the positives of being on time and having perfect attendance
- Know the youngsters (by name) and their attitudes
- Inservice training, especially for staff who have lots of discipline referrals
- Using a point system of rewards for good behavior
- More parental involvement in activities as well as discipline
- Additional counselling
- More consistency in punishments

Elementary schools had some general procedures, such as talking to the pupil, writing sentences, doing chores around the classroom, etc. All elementary respondents discussed the use of phone calls to the home.

Interview Responses on DCI: Summary of Comments on Questionnaires

Informal responses were divided into three categories--positive, negative, and neutral--on the basis of general attitude as interpreted from written comments. These categories are shown for Black, White and Other respondents (Asian and Hispanic):

Questionnaires with Informal Comments

	Positive N	Col.%	Negative N	Col.%	Neutral N	Col.%	Total N	Col.%
Black	22	40	23	30	2	18	47	33
Row %	48		48		4		100	
White	31	56	44	57	7	64	82	57
Row %	38		54		8		100	
Other	2	4	10	13	2	18	14	10
Row %	8		77		15		100	
N	55		77		11		143	100
Row %	38		54		8		100	

Although responses of Blacks were equally divided between positive and negative, responses of Whites were predominately negative: (54%); (more Whites were negative than Blacks, Hispanic and Asians combined -- 57% compared to a combined total of 43%).

These classification of positive and negative comments were assigned to one of four categories:

Discipline: includes fairness, consistency among teachers/administrators, degree of control, and reasonableness of rules and regulations.

Communication/Climate: concerns all feelings about "equal treatment", educational priorities, support given by administrators/teachers; includes perceptions of biases by teachers/administrators which create tensions, as well as perceived opportunities for interactions between student/teacher and teacher/teacher.

Parental/Community Involvement: includes any reference to, or indications that, an increase in involvement of parents or community would improve conditions in the school; complaints that lack of interest of parents and unwillingness of community to finance enrichment activities such as field trips, etc.

School Spirit/Activities: includes all references which refer to student/teacher apathy and/or lack of participation in school extra-curricular activities; also feelings concerning bias in choosing students for activities.

Comments for each classification were received from administrators, teachers, parents and students.

Comments on Questionnaires

		DISCIPLINE		COMMUNICATION/ CLIMATE		PARENT/COMM. INVOLVEMENT		SCHOOL SPIRIT/ ACTIVITIES		Respon-dents	Comments
		Pos. N Col.%	Neg. N Col.%	Pos. N Col.%	Neg. N Col.%	Pos. N Col.%	Neg. N Col.%	Pos. N Col.%	Neg. N Col.%		
ADMIN. N = 8	B Row				2 4 66		1 8 34			2	3
	W Row%	3 11 43		2 5 29	1 2 14		1 8 14			6	7
	O Row%									0	0
TEACHERS N = 16	B Row%									0	0
	W Row%	5 17 25	4 11 20	6 15 30	3 6 15		2 15 10			16	20
	O Row%									0	0
PARENTS N = 5	B Row%				1 2 100					2	1
	W Row%	1 3 50					1 8 50			2	2
	O Row%	1 30 100								1	1
STUDENTS N = 114	B Row%	11 38 20	8 23 14	17 44 30	13 25 23			3 43 6	4 36 7	43	56
	W Row%	6 21 7	21 60 25	14 36 17	27 50 32		8 61 9	4 57 5	4 36 5	58	84
	O Row%	2 7 15	2 6 15		6 11 47				3 28 23	13	13
TOTALS		29	35	39	53		13	7	11	143	187

Although the total number of comments received was relatively proportionate to B/W representation in the districts (33% B, 57% W, 10% Other) the following should be noted:

No Black teachers responding chose to add comments on the questionnaire

Black adults--administrators (2) and parents (2)--accounted for only 3% of the total comments

Therefore, in reading the analyses, while it may not be recorded that Black adults were negative, neither were they positive; rather, they refrained from making any comments. Responses attributed to Blacks reflect almost entirely those made by students.

Discipline - Only students and White teachers were negative; Black students were almost twice as positive as White students (38% to 21%) and only slightly more than one-third as negative (23% to 60%); White students were responsible for making 60% of the negative comments.

Communication/Climate - Negative comments were made by all groups; however, administrators, teachers, and parents together accounted for only 14% of the negativism. White students were responsible for 50% of the negative comments, twice that of Blacks (25%).

Parent/Community Involvement - Of teachers and students, Whites accounted for 76% of all negative comments. This was the only area of concern in which no group made positive comments.

School Spirit and Activities - All comments were made by students. Sixty-one per cent of them were negative (11 of 18); these were contributed equally by Blacks, Whites, and Others. Blacks and Whites were almost equally positive.

Overall, White students' comments were more negative (71%) than positive; Black and Other students combined made nearly as many positive statements as negative (48% to 52%).

In summary, although Blacks accounted for 37% of all students' comments, they appear to be less discontent than Whites: Black students' negativism accounts for 16% of total student comments; White, 39%.

Community Meetings

Two community meetings were held evenings at a settlement house in the urban area. At both meetings participants were primarily Black minority. At the first meeting, most held responsible positions and could be identified as leaders in the Black community (N = approximately 12). At the second meeting there were more parents and students, but also there were also many leaders and workers in the Black community (N = approximately 25).

Overwhelming concern was expressed at the first meeting about the excellence of education and that if the schools do not improve or become more interested, especially concerning the minority population, a whole generation of young minority students will be deprived of the benefits of a good education. Deep concern was expressed that the current study would be another attempt to justify what is being done or to avoid key issues.

The second meeting was noteworthy in several ways. There was a general discussion and then individuals provided concrete examples of problems which had been discussed in general terms at the beginning of the meeting and occassionally in the first meeting. Parents and others brought with them examples, files, papers, and even youngesters to be questioned by the interviewers. The second meeting lasted almost 5 hours and ended without the interviewers having an opportunity to examine some files and other data in detail. Plans were made for a third meeting with key representatives of the community and to hold these meetings at selected agencies so that other information could be reviewed. (Meetings held 2/82).

The general impression from the second meeting was that there were some very interesting and disturbing cases provided. Some of these should be reviewed in detail by representatives of the schools. These cases were relatively few in number given the total educational enterprise and they were "spotlighted," so to speak, because the minority group was vocal and

well organized. We were unable to get resolved for ourselves the question which really might be: "Just how widespread are these kinds of problems throughout the school system?" Needless to say, even the few cases which we saw deserve the schools's attention and effort to solve them; nevertheless, a few cases should not disrupt an entire school system until opportunities are provided for dealing with them on a one-to-one basis.

Some Examples. There were many examples and files. One of the most disturbing was an interview with a 6-year old who explained how he was told by teachers that he was "dumb" and parents told that the child's work was "primitive." Child was kept in from recess, etc. Parents have had child tutored and tutors says that the child is fine.

When some inner city schools were closed, the pupils were sent to other schools where new reading series were used. Some were tested with phonics approaches, but had never had phonics before, and no allowances were made. Parents feel that schools may use high-level materials to hinder placement. (Case of girl on level, then to new school, then below level, then disruptive, then to Special Education).

Example of 4 youngsters in gifted program in Wilmington. In assignment at NCCSD none were put into gifted program. Three were eventually suspended.

Parents question loss of good instructional time through use of substitutes (subs). Not much progress or contineous monitoring of progress (a requirement in R. Edmonds model for effective schools). Pupils must be in school to learn, but are in office, or even worse, on suspension. Parents feel that some records have been developed by "subs". Special Education is not productive and kids are harassed even by their "friends" for being in special educational classes.

One professional educator told of problem with his own child in school where she tested poorly and was placed in lower grouping. He took child (at family expense) for professional testing where child did well. School can't seem to reconcile this. If a professional educator has problems like this, think how it could be for parents who don't know the ins-and-outs of schooling!

Parents perceive that things are "better at the office than at the teachers level."

Concerns that transportation is only for athletics, etc., and not for special help, tutoring, etc. Transportation--or lack of knowledge of its availability--is a problem. Parents perceived that there was little or no transportation for things like drama, clubs, etc.

These summary comments provide examples of the "flavor" or "tone" of the meeting. Four members of the discipline team interviewed community members individually or in groups of 2-3 for over 4 hours (approximately 20 individual interviews). A few single examples were provided to substantiate the previous generalizations.

Meetings with Community Agencies

Based upon information and data provided in two community meetings, plans were made to visit some additional community representatives and agencies. One team member visited with three projects/agencies in early February, 1982. At this time files and additional examples were provided. Although useful, these examples really seemed to substantiate notions and conclusions already derived. There are some examples of poor treatment of students and seemingly poor judgments by school personnel. However, when compared to the large scope of the schooling enterprise in the NCCSD area, these constitute a small segment of the total. The examples are part of a well organized minority group's data and concerns about the schools. (As will be shown later, it is very possible that there is a similar concern about the schools on the part of segments of the majority group--Whites--but the concern is not organized as it is in the Black community).

The next section of the report provides a summary of interview data. The summaries constitute a synthesis and generalization step to help put differences and similarities into perspective.

Summary of School Staff, Parent and Student Comments about School "Discipline" as Derived from Interviews in Schools and Community Settings.

This section attempts to synthesize from many persons their comments about the status of school discipline in NCCSD. The comments were elicited from discipline questions included on three interview guides (Appendix C) and from comments added to the DCI.

Administrators

1. Fighting, cutting class, and uncooperative behaviors were cited as the most disturbing behaviors. Blacks, especially Black females, were generally cited as the violators of these behaviors.

2. Schools (and the school districts), suspend an adequate number of students. Suspensions are fair and consistent for all students.

3. Fighting, cutting class, being tardy, refusing to cooperate were the most cited offenses subject to suspensions.

4. Detentions are used most as an alternative to suspensions (usually before suspensions are used).

5. Suspension decisions are left to administrators for such behaviors as fighting, refusing to identify oneself, and disrespect.

6. Alternative programs are the mechanism to alleviate and control deviant behaviors, and to reduce suspension problem.

Faculty Responses

1. Disrespectfulness from all students disturbs teachers. Black teachers tended to be more offended when black students were rude and disrespectful to them.

2. Teachers tended to be unaware about how many students are suspended at the school and district levels, and about how disciplinary cases are reported to the school districts.

3. Suspensions are unbiased.

4. Fighting, cutting class, and being tardy were most cited as suspension offenses.

5. Detention was cited as the technique most frequently used as an alternative to suspensions.

6. More in-school suspensions and parental involvement were cited as ways to control deviant behaviors and alleviate the suspension problem.

Summary from Black Parents' Responses (Most from Community Meetings)

1. More Black students are being suspended from schools. (Disproportionate)

2. Black students are not given due process before suspensions.

3. Biases are involved to determine suspensions.

4. Black administrators are urged to follow disciplinary policies with Black students. On the other hand, flexibility is used with White cases.

5. Black students are not given detention options as often as White students are.

Students' Responses

1. The schools are not suspending all students that should be suspended. Students tended to find suspensions with the discretion of teachers and administrators. Some White students asserted that they are not suspended when they should be. These same White students felt that Blacks were not being suspended enough because administrators and teachers fear them or community pressure (Note, for example 12/13/81 Sunday News Journal article by Nathan Gorenstein: "Blacks' Suspension Rate Double Whites'").

2. Students are accused unfairly for discipline problems that are derived from teachers and/or other students. However, suspension policies are fair for all students.

3. Teachers determine if a behavior is a disciplinary one. It's predicted on the teacher's attitude and who you are. All visible offenses are not reported.

4. Black students indicated that students do not always have due process before suspensions. However, the opposite view was stated by White students.

5. Students are aware of rules from their handbook, but they have to abide by the teachers' regulations as well.

6. Tardiness and fighting are the major offenses subject to suspensions.

7. Parents are informed about suspension rules.

8. Detention was cited most as the discipline technique used other than suspension.

White Parents' Responses

Only two White parents made substantive comments about discipline issues. Of these, one comment was positive and one was negative. No summary has been derived from these.

Summary of Student Codes of Conduct: General Comments

Another step in the data collection was to look at discipline policy and procedures. To do this, the discipline study team reviewed the formal Student Codes of Conduct in some depth, and selected school Handbooks in less formal ways.

Student Code of Conduct handbooks from the four districts--Brandywine and Colonial, August 1981; Christina and Red Clay, September 1981--were compared item by item to Student Code of Conduct, New Castle County School District, August 1979.

Differences between the revised Codes and that of the NCCSD were minimal and those that were noted served to...

1) emphasize the need for a closer school personnel/parent and school personnel/student relationship; e.g., "Dialogue with parents, students, and other employees should reflect professionalism and caring." (Chapter I, School Personnel).

2) attempt to state students' responsibilities more specifically, e.g., procedures necessary for sign-out and parental notes for unexpected absences (Chapter III, Other Absences).

3) provide additional supervision and control when disciplinary measures are necessary, e.g., definitive steps and statements of students' rights and responsibilities for bus privileges (Chapter I), option to refer major violations to the courts (Chapter V). Conversely, for many violations a "reprimand" has been inserted as first requirement for disciplinary action, to precede the original suspension required.

Christina deviated somewhat from the consistency among the Codes in the area of penalties for violations of the Code: suspensions were more often defined as punishment; infractions not specifically noted in other Codes, such as "intentional touching", "aggravated assault", and "assault and battery" specified that subsequent violations would result in expulsion. It was interesting to note that this was the only district which quoted the Delaware Code re: "Student Violence" verbatim, which did not recommend counseling for student and parents during the expulsion period, and which did not contain a paragraph included in other Codes that specifically mentioned treatment of Special Education students under Corporal Punishment.

The Codes all recognize the importance of parental involvement by repeatedly encouraging home contact for all infractions and by inclusion in suspension and expulsion proceedings. Varying procedures are used to get parents and students to know about the Code and what it means: give copies to students and parents, send copies home, teach about the Code in classes, and put part of the Code into School Handbooks, etc.

Student Codes were generally developed through a committee process whereby the committees had representation of students, parents, school personnel, etc. They have been reviewed by these groups, especially when individual Codes were developed from the "Master" copy--the 1979 NCCSD Code. Generally these steps and processes meet the intent of recommended processes and procedures for development and dissemination of such codes.

Some dissatisfaction with the Codes and processes associated with them was noted in interviews. Negative comments included the following.

> The Code is difficult to understand, especially for groups with low English or reading ability.
>
> It is more like an "Insurance Policy" for the schools than like a guide or document to help kids.
>
> Educators waited until the last minute before involving committees, so it was more of a "rubber stamp" than involvement.

The process of developing the Codes is probably of equal, if not greater, importance than the product (the Code itself). This process should be repeated every couple years so there are chances for involvement and revision. Attention to "readability" is important.

Codes (and Handbooks) are given each pupil (and sent home). Pupils are given instruction on the Codes and how they will be administered. This process (Codes and instruction) plus enforcement of the Codes by only one (or a few) authority in the building (an administrator) meet the requirements of a single discipline code, made known to pupils, and enforced uniformly. The Codes, however, are long and complex. A few suggestions (in addition to the Codes):

1. A few key rules need to be developed and emphasized.
2. Self-discipline should be emphasized.
3. Positive approaches--school pride, high expectations, respect--should be used.

Grades, Absences and Discipline

The section on Grades in Student Rights and Responsibilities states--as it should--that the student has a right "to receive grades that are not based on poor conduct" or "not to have grades used as a disciplinary tool." (See table below). Yet another section of the Student Codes of Conduct (all four districts) explains, "A student whose absence was unexcused shall receive a failing grade...". (See table below). (In addition, at least one district has a "class attendance policy" that provides a student with a grade of "W" or "F" for repeated absences. The "W" does not influence the grade-point average, but the "F" does; both usually require summer school).

Two interesting issues appear here. Isn't the use of grades to enforce attendance (truancy, class cutting) an application of grades to discipline--in direct violation of the Student Rights section? Note, however that the disciplinary use of grades is not listed as a punishment requirement or option. Is this option used? Second, the relationship between suspension and failing grades should be examined (even though suspension may be considered an "excused" absence). What is the impact on increased disciplinary problems of students who know--because of unexcused absence--that they won't be able to pass? Do those students become in-school drop outs? Discipline problems? Do they major in study hall?

COMPARISON OF CODES OF STUDENT CONDUCT RE:
GRADES, ATTENDANCE and UNEXCUSED ABSENCES

DISTRICT

ITEM	Christina		Colonial		Brandywine		Red Clay	
	Page	Section	Page	Section	Page	Section	Page	Section
Grades	6	5	6	4	5	4	6	5
Attendance	15		14		13		14	
Unexcused Absences	31		30	04	29	04	31	

The Discipline Context Inventory (DCI)

The instrument used to collect a wide range of perceptions of school discipline was an adaptation of the short version of the "discipline context inventory" (DCI). This instrument, developed by Dr. William W. Wayson of Ohio State University is based upon several assumptions. The instrument does not identify something as either right or wrong, but is a working guide to help people to understand better their school, and policies and behaviors which relate to discipline. Some assumptions underlying the DCI (and serving as a way to group responses) are shown as numbers one through eight; other assumptions of a general nature follow. (Numbers indicate DCI items dealing with each topic).

1) Generally, more open, wide-spread and effective participation is related to fewer disruptive behaviors and greater feelings of responsibility among teachers and students. (Items 1-5, 37)

2) Generally, fewer barriers to communication and action, more involvement in exercising authority, smaller status differences, and broader conceptions of what constitutes proper professional behavior are related to a more responsive school, more wide-spread sense of responsibility, and greater commitment among staff and students. (6-9,41,42,44)

3) Students feel that the school serves them and their needs; is a safe and happy place to be; treats them as valued individuals; is fair; and provides ways in which students' concerns are advocated. As more students feel supported and are involved in school life, fewer disruptions and irresponsible behaviors will occur. (10-15, 39, 40)

4) Generally, when rules are made by the people involved and when expectations are clearly understood, there are fewer disruptions and transgressions. The more nearly rules are derived from principles of learning and of normal human behavior, the more effective they are. The more the school operates like a community, as opposed to a prison or army, the fewer the problems. (16-19, 38,45)

5) Practices that emphasize learning with content and processes appropriate for the students served, and greater variety and diversity of curricular matters and activities tend to reduce discipline problems. (20-23)

6) Generally, practices that help people cope with their lives outside the school and with problems that are not directly related to school matters stimulate greater commitment to participate in the work of the school. (24-27)

7) Generally, more open transactions with parents and other community members result in better opportunity to improve achievement and behavior within the school. Close home and community contacts increase students' sense of belonging. (28-31, 36,43)

8) Generally, pleasant environments which are convenient for adults and students to work, and which reflect the interests, cultures, values, and activities of students encourage good behavior. The more the school looks like a workshop, library, restaurant, or conference and the less like a formal institution, the fewer the problems. (32-35)

Questions related to these topics appear on the instrument, and are scored from zero (not at all true of our school) to 5 (very true of our school). Responses to this instrument should give people an indication of how the school is running, or is perceived to be running, in relation to discipline and to the school context or the climate issues that surround discipline. Note that the instrument does not focus on discipline only as punishment, but views discipline in the broader, traditional concept of restraint, self-control, and adherence to common expectations or norms of acceptable or proper behavior.

Schools have been relegated the difficult, almost awesome responsibility of helping to shape the appropriate (moral) conduct of young people so they can become productive members of society. However, although the schools are the object of much of the criticism surrounding the behavior of youths (discipline in the narrow sense of the term), they are but one agency involved in trying to help young people learn "socially appropriate" behavior; agencies that have at least as much responsibility and power are the home, churches, and community in general. In addition, other social agencies are set up to help: clubs, youth shelters, half-way houses, juvenile (and regular) justice systems, and non-profit groups such as YMCA, YWCA, Scouts, etc.

Distribution of the DCI.

A random sampling of the "target" population in NCCSD was not feasible for this study. A "convenience" sample was used. The general parameters of the population (and resulting sample) are as follows:

Students in grades 6-12, but especially in grades 8-12. The reading level of the DCI and the general non-use of suspensions in lower grades were factors in excluding the lower grades.

Teachers who serve the student population.

Administrators, Counsellors, Human Realtions Specialists and Other school personnel who serve the student population, including central office staffs.

Parents of pupils in schools in New Castle County (Desegregation area).

Selected Community persons, but especially those that have contact with schools through advisory councils, boards, or those that express criticism of the schools.

Survey instruments were distributed in several ways. Central office personnel chose schools to be included for visitations and study. Building principals were asked to select 20-30 pupils representative of the student body (by race, sex, ability, behavior, etc.). In several schools the detention hall was visited and copies of the DCI distributed. The survey team selected teachers and administrators based on planning period schedules. Instruments were distributed at Board or Committee meetings to members of those groups and to parents or others attending the meetings. Copies of the DCI were distributed to Central Office staff. Pupils were asked to take copies to their parents, and parents at meetings were asked to take copies to their in-school children. Business reply envelopes or drop points in schools were provided to assure anonymity.

Demographics of Returned Surveys (DCI)

Below are summary statistics for 414 returned DCI survey forms. Results are listed by number (N) and percents (%) by major reporting categories.

District	N	%
Brandywine	123	30
Red Clay	154	37
Christina	32	08
Colonial	105	25
TOTAL	414	100

Grade Level	N	%
Elementary	33	8
J.H.S.	105	25
H.S.	263	64
Other	13	3

Race	N	%
Minority	132	32
White	282	68
Total	414	100

	B		W		O		TOT.	
	N	%	N	%	N	%	N	%
Teachers	16	19	67	81	0	0	83	20
Adminis.*	16	22	56	77	1	1	73	18
Community**	10	26	27	69	2	5	39	9
Students	74	34	132	60	13	6	219	53
TOTAL	116	28	282	68	16	4	414	100

*Includes Home-School, Guidance, Human Relations Specialist

**Includes Parents, Advisory Councils, etc.

Project Confidence and Proximity

The discipline study asked respondents to the DCI to rate how closely they worked with the schools or how closely they were associated with the schools. According to Raffel (1979; 10, 12) persons closer to and more involved with something (proximity) are likely to rate it more highly than those less closely associated with it. Raffel (1979;12) suggested that proximity was one reason for the generally positive results achieved by Project Confidence (Respondents were people who knew the school, such as CAC members).

Proximity is also a characteristic of respondents in the Discipline Study. Keep in mind, however, that someone close to the schools has access to information or experience rather than reports or hearsay. Nevertheless, proximity as a source of bias should be recognized. Below is a summary of "proximity" of respondents to the Discipline Study, by race.

School Contact	Minority		White		Total	
	N	%	N	%	N	%
Daily	102	30	242	70	344	83
Weekly	15	54	13	46	28	7
Monthly	3	33	6	67	9	1
Less	8	53	7	47	15	4
N/R	4	32	14	78	18	5
TOTAL	132	32	282	68	414	100

Note that 381 of 414 respondents (92%) had contact with the schools at least "monthly," and that only 15 of 414 (4%) indicated a contact of less than once per month (18 or 4% did not respond). Thus, most of the respondents had enough contact with the schools to be able to respond to the questions with some accuracy. This fact gives us some confidence in the responses provided to the DCI.

Note, also, that the percents of the sample that were White and Minority (68, 32) were very similar to the percents of these groups in the population (70, 30). This provides us a well balanced representation by race for the survey.

Validity

The modified DCI has construct (theoretical and rational support), content (instrument samples that about which conclusions are to be drawn), and face (instrument developed by intelligence, intuition and realism by those "expert" in the field) validity. The DCI was developed and refined in use with several projects (Institute for Effective Integrated Education and Phi Delta Kappa's Discipline Studies) by a panel of experts. It has been used as a diagnostic tool in workshops for teachers of desegregated schools and has been refined by them (field test or ecological validity).

Methodological Concerns

There are methodological concerns in assuming the data from the DCI meet the requirements for parametric statistical analyses. Several steps were taken to try to offset the problems and to improve confidence in the results. Some non-parametric Chi-square analyses were used. However, individual item discussion is tedious, especially when there is some a priori clustering of DCI items into eight general headings. Temptation to use the more robust and parsimonious parametric approaches is great, and these approaches can be employed if one assumes the responses (0,1,2,3,4,5) as "scores" (interval data).* Thus, in addition to the Chi-square analyses, we employed parametric analyses using the raw data as "scores," and also on dichotomous data developed through a rescoring process.

Rescoring Procedure

To provide "scores" more amenable to parametric procedures the following rescoring was used. A random sample (12% or n=52) was selected from the 414

*The procedural difficulty is obvious here. Analyses explained later, however, show that there was basically no difference in statistical results between using the non-parametric Chi-square on frequencies of responses and the parametric t-test or ANOVA based on "scores" of the response sets. The alternate procedure used for scoring and estimating reliabilities bolsters this first analysis. Essentially all analyses provided similar results.

respondents and a frequency distribution of responses to each item was generated. An individual item scoring key (0 or 1) was developed using two guidelines: 1) divide the field ± 10 from 50 percent if this option is possible or 2) if option 1 is not possible, strengthen the integrity of the positive response (since the DCI is a positive-oriented instrument). So, if responses could be divided between 40 and 60 percent this point was chosen. If not, the choice was made above the 60. This provided the following configurations in the rescoring.

Score (0)	Score (1)	Frequencies (Items)
0,1	2,3,4,5	2
0,1,2	3,4,5	7
0,1,2,3	4,5	28
0,1,2,3,4	5	8

After the scoring key was developed, all 414 respondents were rescored to dichotomous data. Reliability estimates and parametric statistical procedures were then employed using rescored data.

Reliability

Reliability estimates were computed two ways on the total instrument and on each of the eight clusters. In computing the first set of reliabilities, all respondents who had any missing data (non-response to an item) were omitted, leaving 283 out of the total of 414 respondents. Next the values of the response set (0,1,2,3,4,5) were assumed as "scores" and a Cronbach's Alpha was computed for each cluster and for the DCI as a whole. Following these computations the alternative scoring procedure was used. Each respondent was rescored using this procedure. The reliabilities were recomputed (KR-20 or Cronbach's Alpha). Reliabilities appear in Table 15 .

Clusters of Items from DCI (See Figure 3).

Besides a number (N) and percent (%) of responses to each item of the DCI by white (W) and all others (Minorities, or M) item clusters were developed to relate to assumptions on the DCI. Reliability estimates were computed for the clusters.

TABLE 15
RELIABILITY ESTIMATES FOR DCI ITEM CLUSTERS

Item Cluster	Items per Cluster	Reliability Estimates: Original Response	Reliability Estimates: Rescored Data
1	6	.75*	.69*
2	7	.71	.64
3	8	.75	.64
4	6	.74	.72
5	4	.66	.63
6	4	.79	.72
7	6	.74	.65
8	4	.68	.59
TOTAL DCI (45)		.95	.93

*Cronbach's Alpha. In the Revised (dichotomous scoring) clusters the Cronbach's Alpha provides the same results as K/R-20. (SPSS).

Cluster	Items	N
1. The way people work together for problem-solving and decisions	1-5, 37	6
2. Distribution of Authority and Status	6-9,41,42,44	7
3. Student Belongingness	10-15, 39, 40	8
4. Ways to Develop and Implement Rules	16-19,38,45	6
5. Curriculum/Instruction Practices	20-23	4
6. Processes for Dealing with Personal Problems	24-27	4
7. Relationships with Parents and Community	28-31,36,43	6
8. Physical Environment	32-35	4
TOTAL INSTRUMENT	1-45	45

Figure. 3 Information on clusters of items from DCI

Once clusters were developed, it was possible to collapse data into manageable units for statistical manipulations.* Summary results are provided in a later section of the study.

Combining Black and Other Minorities for Analysis Purposes

The number of Minority (other than Black) in this study was too small to allow for meaningful analyses (N=16). Thus, t-tests were computed by each item and each cluster between Blacks (N=116) and Other Minority (N=16) in both the original mode (0,1,2,3,4,5) and the rescored (dichotomous data) mode. Using the 0-5 "scoring," items 10 and 28 were significantly different at or beyond .05 and 2 items (17, 19) were significantly different between .05 and .10. Thus, using .05 as a criterion, there were no differences between the groups in 43 of 45 items (95% agreement). Using the dichotomous scoring procedure, three items were significantly different at .05. There were no differences between the groups on any cluster comparisons. (Most item and cluster analyses were in the .5 to .9 range, showing strong similarity). Thus, for purposes of some analyses, Blacks and Other Minority have been combined into a single group designated Minority (M).

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* Robustness, parsimony and convenience (as well as practice) were factors in the analysis. Certain other major considerations--e.g., sampling, randomness, etc.--were not met. Earlier discussion of sample similarity to population instills some added confidence, as do discussions of reliability, validity, etc., and multiple analysis approaches.

Individual Item Discussions

Individual items are shown in Appendix C with the number (N) of responses and the percent (%) of responses for each of two respondent groups--White (W) and all others, classified as Minorities (M). A review of individual items, other than a select few, is repetitive of the cluster analyses. Reviewing the percent of responses may be helpful in guiding school personnel to identify areas for improvement. To provide a summary analysis and to identify areas of greatest differences, three statistical procedures were used: 1) Chi-square analyses for significance of differences in frequencies of responses by several groups, 2) a t-test on each item by two respondent groups (e.g., W and M) and 3) a one-way Analysis of Variance (ANOVA) on each item by three respondent groups: Students (N=219), Community (N=39) and School Personnel (N=156).* The reader is urged to refer to the N and % distribution in Appendix C for a clearer indication of the differences.

Chi-Square Analyses (Individual Items)

The non-parametric Chi-square was used to test for the significance of differences of frequencies of responses to individual items by selected groupings of respondents. The six response options of the DCI (0,1,2,3,4,5) were collapsed to three categories (Low, Medium and High) for these analyses. The general format is shown here. Groups for analyses included 1) White vs. all minorities, and 2) School personnel vs. all others.

Groups	0,1 Low	2,3 Medium	4,5 High

*We recognize the difficulty of this procedure as a measure of significance. These tests were used only to identify those items where differences seemed largest (as opposed to a graph or plot of frequency of response by item by variable, which is a very appropriate--and more lengthy--process.)

In the analysis of school personnel (i.e., teachers, administrators, etc.) vs. all others (students, parents, etc.) frequencies of responses were significantly different at .001 for all items except 40 ($P<.02$) and items 15, 36, 37 (NS at .05). That is, when analyzed between school personnel vs. all others (including students), there were significant differences on 93 percent of the items and agreement on only 7 percent. In all cases, the school personnel responses were higher (better) than the non-school personnel. That is, school personnel tended to see things as better than the parents, patrons and students.

When the analyses were done along racial lines (White vs. all Minorities) responses to 20 items were not significantly different, and responses to 25 items were significantly different ($p < .10$). Using $p < .01$, 19 items were significantly different, and 26 were not significantly different.
It is perhaps most noteworthy that on nearly half of the items there were no significant differences based on race. On items where significant differences occurred, Whites generally were more positive and Minorities more negative. That is, Whites saw issues related to school discipline as less severe than did the Minority respondents.

Parametric procedures: single items

Results very similar to those achieved with the Chi-square analyses were obtained with the t-test analyses of individual item responses. Using a significance level ($P \leq .01$) for groups White (W) vs. all Minorities (M), there were statistically significant differences in 11 of 45 items (24%); increasing the significance level ($P \leq .10$) added 14 items (Total of 25 out of 45, or 56%); 20 items, 44 percent did not approach significance when analyzed for differences using race as a variable (See Appendix F, Table 2). Using rescored data, the results were very similar, (see summary below), except that there were more non-significant items, showing that on 60 percent of the items there was no serious disagreement, by race. The mean scores for Whites were generally

higher than the mean scores for Minorities, except for a few not significant items.

	Items Significant at .01		.10		NS		
	N	%	N	%	N	%	
W vs. M Orig.	11	24	25	56	20	44	White N = 282
Rescore	11	24	18	40	27	60	Minority N = 132
School vs. Orig.	41	91	42	93	3	7	School N = 156
Non-School Rescore	39	87	43	96	2	4	Non-School N = 258

Quite a different picture, however, emerges when the analyses were done using school personnel (administrators, teachers, etc.) vs. all non-school personnel (community, students, etc.). Of 45 items, 3 (or 7%), were not significantly different; 41 (91%) were significant at $P \leq .01$ and 1(2%) was significant at $P \leq .10$. Similar results were obtained with the rescored data for school vs. non-school groups, with 2 out of 45 items (4%) as not significant at $P \leq .10$. In all cases the mean response of school personnel was significantly higher than non-school personnel (school personnel see things as better than non-school personnel do).

Items with significant differences (.01) between White (W) and Minority (M) responses are listed below:

Chi-Square (N=19)	t-test (orig.) (N=11)	t-test (rescored) N=11)
1,2,6,9	1,2,6,9	1,2,6,9
12,13,14,15	13,14,17	12,14,17,22
17,21,22,24	26,30,41,45	24,26,45
25,26,33		
41,42,44,45		

Items 1,2,6,9,14,17,26 and 45 appear in all three lists, and items 15,21,25,30,33,39,42 and 44 appear on only one list. It seems reasonable to suggest that school personnel should review at least items 1,2,6,9,14,17,26 and 45 to see if they can determine why there may be differences in perceptions of these issues by race.

Items without significant differences (.10) between school and non-school personnel responses are listed below:

Chi-Square N=4	t-test (orig.) N=3	t-test (rescored) N=2
15,36,37,40	10,36,37	10,15

All other items evoked statistically different (.10) responses between school and non-school personnel; and using a more stringent confidence level (99%), there were only 4 nonsignificant (original) and 6 nonsignificant (rescored) items. The more stringent confidence level adds items 4,10,40 to the non-significant Chi-square analyses for a total of 6 out of 45 items (13 percent) not significantly different at $p \leq .01$. Thus there are differences between school and non-school personnel on 87 percent of the individual items, with the school personnel indicating that things are better (higher average scores) than the non-school personnel.

As we have said elsewhere in this report, the major differences in responses are not along race lines, but are between the school personnel and non-school (students and community) personnel. Students make up the largest portion of the non-school personnel, and the analysis is strongly influenced by their responses (The "community" average score falls between the educators--usually high--and students--usually low--on all but items 10,12,15,16,36,37,39 and 40. These generally are items where there is not a significant difference). Student responses were higher than school personnel responses only on items 8 and 10. Community responses were lower than students and school personnel only on items 15,37,39 and 40 and higher on items 12,16 and 36.

Items 6 and 26 may sum up the issues as perceived by race groups. There are differences between W and M (with W indicating a more positive, or good, response) on item 6 (Status differences that imply interiority...of one group...are eliminated) and item 26 (individual and cultural differences are respected...). The Whites say "Yes"; the Minorities say "No!".

Cluster Analyses

Two approaches were used to analyze cluster (See Figure 3) data: the one-way Analysis of Variance (ANOVA) among two sets of three groups (school personnel, students, and community) and by race (Black, White and Other); t-tests were used in analyses between pairs of respondents (White vs. Minority, School vs. Non-school personnel).*

The clusters of items referred to "topics" addressed by the items of the DCI, and higher scores indicate more of the elements of the topics, or the "better" condition. That is, a higher "score" on cluster 3 suggests a greater or more positive degree of "student belongingness" in the schools. A summary of t-test results on cluster scores by groups appears in Table 16 (Detail in Appendix F). To be considered "significant" for purposes of this discussion, a statistical significance of $p \leq .01$ was chosen (to guard against "false positives" due to numerous analyses and large numbers). Results show clearly that there are no significant differences between Whites (W) and Minorities (M) on clusters 1,4,5,7 and 8; differences appear on clusters 2 (Distribution of Authority), 3 (Student Belongingness), and 6 (Processes for Dealing with Problems). On the other hand, highly significant differences appear in analyses between school personnel (Sch.) vs. Non-school personnel (Non-Sch.). All differences were $p \leq .001$, far in excess of the .01 level. (Many of the non-school groups were students, and this had a strong influence on the results--see the summary of that analysis in Table 16).

*Community (N=39) and Minority other than Black (N=16) were combined into groups classified as "Non-School," and all "Minority" for t-tests.

TABLE 16
SUMMARY OF t-test RESULTS (LEVELS OF SIGNIFICANCE) FOR CLUSTER ANALYSES

Cluster		W vs. M Significance Orig.	W vs. M Significance Rescore	Sch. vs. Non-Sch. Significance Orig.	Sch. vs. Non-Sch. Significance Rescore	Student vs. Educator Significance Orig.	Student vs. Educator Significance Rescore
1. The way people work together for problem-solving and decisions	t=	1.67	1.45	9.06	9.00	9.41	8.07
	Sig.	.096*	.150*	.000	.000	.000	.000
2. Distribution of Authority and Status	t=	2.63	2.70	6.97	9.64	9.85	8.39
	Sig.	.009	.007	.000	.000	.000	.000
3. Student Belongingness	t=	2.73	2.52	6.26	4.43	6.36	3.70
	Sig.	.007	.012*	.000	.000	.000	.000
4. Ways to Develop and Implement Rules	t=	1.93	1.34	11.14	11.21	12.18	10.15
	Sig.	.055*	.181*	.000	.000	.000	.000
5. Curriculum/Instruction Practices	t=	1.83	1.82	9.59	8.71	10.19	8.20
	Sig.	.069*	.070*	.000	.000	.000	.000
6. Processes for Dealing with Personal Problems	t=	3.84	3.42	12.39	10.15	13.17	[illegible]35
	Sig.	.000	.001	.000	.000	.000	.000
7. Relationships with Parents and Community	t=	0.58	1.18	7.48	8.41	8.32	8.31
	Sig.	.565*	.238*	.000	.000	.000	.000
8. Physical Environment	t=	0.61*	0.03	9.17	7.28	9.65	7.57
	Sig.	0.51	.997*	.000	.000	.000	.000
TOTAL INSTRUMENT							

*NS
Df ranges from 325 to 388 (Orig. Data) and 260 to 397 (Rescored Data).

The ANOVA results are summarized below (using the Original scoring and Rescoring). More details appear in Appendix F.

SIGNIFICANCE LEVELS

	Student/Community/Educator		Black/White/Other	
Cluster	Orig.	Rescore	Orig.	Rescore
1	.000	.000	.187*	.350*
2	.000	.000	.025*	.031*
3	.000	.000	.008	.028*
4	.000	.000	.087*	.394*
5	.000	.000	.162*	.101*
6	.000	.000	.000	.005
7	.000	.000	.839*	.423*
8	.000	.000	.830*	.999*

* = Not Significant ($p \leq .01$)

The ANOVA analyses show that on all eight clusters there were statistically significant differences among the three groups (student, community, and educator or school personnel). On the other hand, only on cluster six was there statistically significant differences on both analyses using the grouping B,W,O. (Cluster 3 showed statistical significance with original data, but not for rescored data). Cluster six was "Processes for Dealing with Personal Problems"; cluster three was "Student Belongingness."

In several analyses, Clusters 6 and 3 (and to some extent, 2) showed strong differences. Clusters 6 and 3 involved human relations concerns; cluster 2 dealt with perceived distribution of status and authority, with a lower score indicating a feeling of restriction or repression.

Differences are clearly more strongly represented along school v. non-school personnel than along racial lines as shown by responses to the DCI. Interview data did identify some similar concerns and some differences by race.

Expulsions

Expulsions are a "last resort" and occur quite seldom. There are established appeal processes and board reviews. Thus, it seems quite unlikely that there are many opportunities for overt, patterned actions that would be described as discriminatory. The records seem straight-forward.

From the start of school in September, 1981 through the end of December, 1981, there has been only one expulsion in the four districts.

1981-82 YTD

9/81 - 12/81 (Black) Assault and Battery.

For the period 9/79 - 6/81 (School years 1979-80, 1980-81) there was a total of 19 expulsions. Ages ranged from 14 to 19; lengths of expulsions ranged from 6 months to "indeterminate." Many expelled pupils were above age for grade level (age 18 in grade 10; age 19 in grade 9). Distribution of expelled students by race and sex is shown below. Black males are expelled most; 80 percent of expulsions were Black; 80 percent were male. No White females were expelled between 9/79 and 12/82 YTD.

9/79-12/82

	RACE		
	B	W	TOT.
M	12	4	16
F	4	0	4
TOT.	16	4	20

Offenses included Assault (10) Possession (6), Arson (2), or some combination of these with carrying a concealed weapon. Two expulsions dealt with "last straw" things such as repeated violation of Code and behavioral contract, and defiance. Note that of the 1979-1982 suspensions (N=20), 16 were Black and 4 were White, or 80 percent Black and 20 percent White. This does not vary much from the disproportionate rate of suspensions. Rigorous procedures are followed for expulsion and there is little room for error or bias in expulsion proceedings.

General Comments

One observation on discipline problems (differences) between Blacks and Whites seems particularly worthy of additional study. In general, the Black youngsters have fewer cars at school. When the Blacks are bussed to the school, they then are pretty much stuck at school--they have no easy way to leave. Thus, the Black youngster gets into trouble at school. The White youngster is willing to risk a "cutting class," truancy, etc. and leave the school (to go to a shopping mall, hangout, etc.). It is easier for the White to drive or walk home. The Black youth is more likely to do drug dealing, loitering, stealing, drinking, etc. on school grounds.

Certainly recommendations of Project Confidence (1979) are as pertinent now as they were at the end of that project. Although some steps may have been taken, there is much room for improvement. We would highlight several recommendations of that report that relate to discipline and to findings of our study (Project Confidence, 1979: 16, 17, 21).

> Steps should be taken to reduce disruptions and improve interpersonal relations throughtout the District.
>
> a. There must be a rigorous and consistent implementation of the ... Student Code of Conduct. Staff, students, and parents must be involved in activities that guarantee full understanding and consistent application of these rules and procedures which relate to student behavior.
>
> b. Provide additional training for staff, especially teachers, in conflict resolution, multicultureal education, and classroom management. Emphasis should be placed on building more positive interpersonal relationships between persons of different cultural and ethnic backgrounds.
>
> c. Employ ... staff for in-school suspension and hall monitoring.
>
> d. Improve recruitment, selection, and training of bus drivers and aides for all busses (and for all other staff in each school: secretaries, custodians, etc.)
>
> e. Teachers should make more home visits; provide transportation for parents to visit schools.

2. In order to...prepare teachers to work with students of diverse backgrounds and a wide range of achievement levels, the existing instructional programs must be reexamined to determine their effectiveness in meeting the diverse needs of the students. (Note: NCIL, Network of Outcome-based Schools, Project SHAL.) Teachers must be given the time, resources and a forum where they can make known their needs in order to carry out their primary task -- that of teaching children to become productive members of society...

3. To improve teacher and staff morale, the following recommendations were made:

   a. In-service training for teachers on specific techniques for preventing and dealing with confrontations with parents and students.

   b. Alternative programs for continuously disruptive youth.

      (1) Alternative schools/programs
      (2) Adequately staffed self-contained units, e.g., time-out rooms

   c. Uniform and equitably applied suspension policy. In-school suspension approaches should be pursued...

   d. Building personnel work closely together on common goals. Where overlap exists, responsibility should be clearly designated. (Home School Advisors, Human Relations Specialists, Counselors).

   e. Uniform policy decisions, consistently applied and swiftly communicated.

   f. Provide recognition for all school personnel for efforts to implement the desegration plan (and improve instruction).

Study team members were encouraged to make some "reactions" synthesized from the visits, interviews and large amount of data reviewed. These were to be generalized "feelings," and not necessarily "scientific" conclusions. We have shared some of these generalized reactions on these pages.

1. In some schools the Code of Conduct has not been reexamined or revised since the redistricting. It would seem that with the new school districts all aspects of the new organizations need to be reviewed in light of new goals and expectations. The four districts continue to enforce the Code of Conduct policies from the New Castle County School System. Does this mean that there are no new goals and expectations since redistricting? Is the process of review, in itself, an extremely important activity?

2. The development of the "discipline hierarchy" has made teachers only responsible for teaching subject content. Teaching is not defined or viewed as encompassing the student's social, emotional or behavioral needs. Student Advocates, Home-School, and Human Relations Personnel legitimize their positions by believing--and having teachers believe--that teachers do not have time to deal with students' non-academic concerns/problems. One question to ask is, "How can you teach someone you know very little about?" Not all teachers live in the communities in which they teach. This makes home visits and becoming familiar with school communities an integral part of the total teaching process.

As Table 17 shows, there unquestionably is disproportionate suspension of Black Pupils. (The discrepancy is 1.65 for first-time suspensions, 2.0 for multiple suspensions and 1.8 for all suspensions). There is a corresponding underrepresentation of Whites and Other Minorities in the suspensions. Suspension is used in NCCSD area much more than Nationally (rates are 8.7 to 4.2 for Nationally); the rates by race are 14 percent for Blacks, 7 percent for Whites and 6 percent for Others (these are the same proportion as National rates). For multiple suspension, the rates are 15 percent (B), 7 percent (W) and 3 percent (O) and for total suspensions, the rates are 29 percent (B), 12 percent (W) and 9 percent (O).

Despite this disproportion, no overt bias was evident in applying the Code of Conduct rules to suspensions (especially at the administration level). Clearly pupils and some others (in interviews) indicated that some teachers may refer selectively more Black than White pupils to the office. The report identifies other areas where causes for the disproportionate impact of suspensions of Black youth may enter the system.

SUMMARY AND RECOMMENDATIONS

In summary, as Table 17 shows, the suspension rate in NCCSD is unusually high when compared to national and other figures. (National is about 4.2; NCCSD is 8.7). There is a disproportionate rate of suspension borne by Black pupils, approximately twice the rate for Whites (depending on the method of computation) for first-time suspensions (14 percent for Blacks to 7 for Whites). Such high rates and disproportions are bound to cause school-community problems and reflect a need to review failure rates, curricular offerings, staff training, and other elements of the school environment.

TABLE 17
Actual and Expected Results (N and %)
By Race (B,W,O) for 1980-81 Out-of-School
Suspensions in NCCSD and Discrepancy Between Actual and Expected

RACE and Computations		ENROLL-MENT	SUSPENSIONS								
			FIRST-TIME			OTHER			TOTAL		
		(Col. I)	Act.	Exp.	Disc.	Act	Exp.	Disc.	Act.	Exp.	Disc.
B	N	13851	1992	1208	784	2032	1017	1015	4024	2225	1799
	%	26	43	26	17	52	26	26	47	26	21
(%Col. I); A/E			(14)		1.65	(15)		2.0	(29)		1.81
W	N	37799	2554	3299	-745	1824	2778	-954	4378	6076	-1698
	%	71	55	71	-16	47	71	-24	51	71	-20
(%Col. I); A/E			(7)		.77	(5)		.66	(12)		.72
O	N	1717	100	139	-39	56	117	-61	156	257	-101
	%	3	2	3	-1	1	3	-2	2	3	-1
(%Col. I); A/E			(6)		.72	(3)		.48	(9)		.61
TOTAL		53367	4646	4646		3912	3912		8558	8558	
(% of Col.I)			(8.7)			(7.3)			(16)		

Results of this study suggest several key areas for improvement and some additional areas for study. School discipline does not exist in a vacuum. There are valid reasons for maintaining discipline (order) in a school: e.g., to assure safety of the pupils, to establish a climate for productive work and

learning, to socialize youngsters into the "mold" required by society (punctuality, productivity, politeness, etc.). The "ideal" of discipline is complicated by many factors, such as differences, aspirations and expectations--individual, cultural, and socio-economic or class. Potential for conflicts (school-home, pupil-school, etc.) abounds. Education is society's institution, the school is its organization, and the staff (teachers, etc.) are the individuals charged by society with the awesome task of "educating" each generation. The system, although far from perfect, has worked quite well--yet there are many problems. The ideal system should provide maximally for each individual, and we should continue to strive for this ideal. The actual situation is that we have not attained the ideal. (Unfortunately, education can't "recall" its products as industry often does.)

There are several considerations worth note. First, the four school systems in New Castle County comprise a very large enterprise. There are over 50,000 students and numerous attendant faculty, staff, services, programs, etc. There are components: transportation, recreation, printing, maintenance, food service, etc. For most of the students, the school system provides an adequate to good educational environment. Yet there are some students for whom the school system is not providing an adequate program or environment. Most staff members are working diligently to do what is needed, and then some. However, in an undertaking of this size, most assuredly there are individuals who need to improve: there are bound to be selected examples of incompetence, racism, personal and professional stagnation, etc. Fortunately, based on our study we believe that these examples are very, very few. Indeed, although there is much room for improvement, we believe that the school system is working assiduously to seek remedies to those problems which are brought to its attention. However, one purpose of this study was to identify problem areas; some were found. The school systems need to seek alternatives 1) to serve youngsters that are not

being reached, 2) to improve areas of staff efforts, 3) to work better with the school communities. Problems identified in the discipline portion of this study are categorized as: 1) communications and school-community relations, 2) curriculum/instruction, and 3) discipline. Recommendations are stated within the framework of the categories of problems. Some recommendations could be called ancillary relief--such things as:

1. developing better community support and communication
2. programs of training for teachers and other school personnel, especially in multi-cultural concerns, teaching "heterogeneous" classes, classroom management and discipline, etc.
3. revision/review of school goals, policies, procedures and materials to accommodate multi-cultural, multi-ethnic concerns.
4. adjustments in curricula, materials, and the processes of education (such as grouping and tracking, remedial programs, special education).

I. Communications/Community Relations

1. Problem. The school is doing a good job for the majority, but there are some nagging, lingering problems that became the central focus or issues for well organized networks of school critics. These often involve one, or a few, individuals. Regular school personnel may not have the time, skill, influence or even inclination to work on relatively minor problems that often escalate into major issues. (Reporting requirements and paperwork may add to the problem).

   Recommendation. One approach is to use "ombudsmen" to review individual cases and seek solutions that may even be "cross-district," rather than within the single district. The ombudsman function would provide an additional point of contact between the schools and the community or home. Ombudsmen would work with individual problems or concerns in an attempt to gain mutually acceptable solutions. This district-wide position would have authority to make decision without all the usual red tape (and could initiate inter-district considerations). The "ombudsman" might be a team (bi-racial) including an educator and a community worker. This position might also serve as the "court of last resort" in disciplinary hearings, etc.

2. Problem. Many schools are located away from downtown and the areas from which minority pupils are bused. It becomes difficult for minority groups to identify with a school, and it is difficult for parents to communicate with the schools.

   Recommendation. School officials should meet periodically with community members at community centers, rather than always expecting community persons to travel from their neighborhoods and meet at the

schools. This is particularly critical with the cross-busing requirement of the desegregation plan. Although this approach may have been tried before, it should be tried again. Without this step, any request for increased community involvement and any request to use community agencies--such as settlement associations and neighborhood centers will be less than fully effective.

3. Problem. The schools are caught in several cross currents of expectations. Some ask the schools to achieve the traditional academic goals (almost to the exclusion of other goals) starting with the basic skills or competencies and going through the excellence of advanced placement, National Merit Scholars, etc. Others look to the schools to achieve "social" goals such as desegregation and integration, sex equity, etc. Others, of course, expect the schools to achieve some mix or balance of the goals.

   Recommendation. Schools and communities should work to separate these two sets of goals (academic and social) and state the goals clearly. Schools should be evaluated separately on each set of goals to avoid some of the criticism that can come from confusing the outcomes of each set of goals. It is difficult to judge a school on global measures (including both sets of goals) when often there are substantial countervailing forces leading toward sets of goals that are different and, occasionally, seem mutually exclusive in the short run.

4. Issue. There has been pressure to establish a bi-racial monitoring committee with some part-time staff assistance. Committees of this type have been used in other settings. They can be useful if established to seek improvement rather than constantly seeking minor infractions.

   Recommendation. The ombudsman function may be able to be connected to the monitoring function in a positive way. The ombudsman function may provide some staff assistance for the Advisory Committee on Desegregation. However, care must be taken to see that reporting channels are defined.

5. A Concern. Most comments from the DCI by Whites were negative (54 percent of White comments were negative; 57 percent of all negative comments were made by Whites). Although there were quite a few comments (interviews) by Black parents, there were too few from Whites to develop generalizations. Although there were some significant items and clusters when DCI data were analyzed by race, far more significance was found when the data were analyzed by two other groups--school personnel (teachers, administrators) vs. non-school personnel (community, students, etc.). Two things are troublesome. First, school personnel don't seem to feel the groundswell of concern about the schools that non-school persons are feeling. Second, the division along school/community lines suggests that if Whites were as well organized as the Black Community, the schools might have additional pressures (that are not really felt now because they are not focused).

   This school/non-school difference may not be as severe as it seems at first glance. Much difference is clearly between educators and students (not unusual). However, schools are the youngsters' workplaces, and differences should be minimized.

IV. Curriculum and Instruction

1. Problem. Failure rates in the area are high. Nearly all the curricula are quite traditional, especially in the lock-step approach to tasks and time. People learn at different rates and in different ways. A youngster who realizes, part way through the year, that failure is inevitable, may become a discipline problem, a drop-out, or an "in-school" drop out. The rest of the school year may be a waste of time (in a highly structured, sequential course). Failure does not solve the problem (since the student will be put back in the same losing situation, but be a year older). In one elementary school we observed an attempt to solve this situation with an "in-between" class for pupils who were part way between kindergarten and first grade.

   Recommendation. Recent research suggests that there are alternatives to this problem. Bloom's Mastery Learning concepts and research on recognizing and matching diverse teaching and learning styles offer examples of release from the "lock-step," failure-oriented program. (Most pupils, given appropriate time, materials and modes of instruction can learn!). The American Association of School Administrators is exploring these issues through the National Center for the Improvement of Learning (NCIL) and the Network of Outcome-Based Schools. (Dr. William Spady at AASA is the contact).* Visits to systems experiencing success with these new approaches may be helpful.

   If the schools have "mastery learning" systems in place, there needs to be strong support for them and encouragement to use them. Research on school outcomes suggests the need for strong building leadership, high expectations for success and positive school climate to go along with the structured emphasis on basic skills and close monitoring of success. The proper use of mastery learning techniques should be starting to help reduce the high failure rates, but its results will take time to "work up" through the systems.

2. Problem. Failure rates and discipline (suspension rates) are probably closely related. Curriculum and instructional alternatives--especially in basic skills--should be considered, but the alternatives should have some history of success (some credibility).

   Recommendation. Programs from the National Diffusion Network's (NDN) list of "Educational Programs that Work" should be explored as one inexpensive way to obtain curriculum flexibility and options.

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*Spady, W.G. "Outcome-Based Instructional Management: A Sociological Perspective." January, 1981. See Appendix E for a very brief synopsis of Outcome-Based premises. Bruner, J. "Schooling Children in a Nasty Climate," Psychology Today, January 1982. Goodlad, J. "Can Our Schools Get Better?". Phi Delta Kappan, January, 1979. Clark, D.L. et. al. "Factors Associated with Success in Urban Elementary Schools," Phi Delta Kappan. March, 1980. (And other research and theory on the topic of school improvement and school outcomes, such as that of Venezky and Winfield in Delaware. See the Bibliography).

3. Problem. Some staff hold to set concepts that may exacerbate racial or cultural situations. Clearly, some school system personnel need training in cultural awareness, classroom management, etc. Personnel need to know how to "defuse" situations before they snowball and small incidents become large problems. Unfortunately, those who most need the training usually contend that they do not need it. (It is common to see the same people over and over again at the in-service training sessions). Additionally, due to Reduction in Force (RIF) priorities, the school systems are top-heavy with older teachers who, themselves, may have had minimal or strained multi-cultural educational experiences. (They may have taught many years in segregated schools, or attended segregated schools). The school districts might work with representative of the teachers' bargaining unit to develop a procedure for encouraging attendance at appropriate training sessions.

Recommendation. Some planned programs of inservice experiences for school staffs (not jsut teachers) should be required. Especially required to go should be those teachers who think that they "don't need" the training, and those that 1) have unusually high rates of referrals for suspensions and 2) have unusually high rates of failures. Training should emphasize cultural differences, classroom management, instructional strategies and ways to "defuse" potentially disruptive situations.

Research has shown that one of the key variables--perhaps the most important one--in school improvement is the building leader--the principal. ("As is the Principal, so is the school" is an old axiom of schooling). Reaffirm the authority of the principalship. Emphasize programs of professional improvement and training for principals. Seek and maintain the best principals. Dismiss those who do not maintain standards mutually established.

Research has shown consistently that there are five key areas present in good or effective schools: strong building leadership (see above), a school climate conducive to learning, adult expectations that pupils can and will learn, commitment to teaching the basic skills, and constant monitoring and assessing to be sure that the basics are being learned. Discipline is less of a problem in productive schools. The current SHAL project in Area I of St. Louis is an example of school improvement of the sort that might be useful here.

III. Discipline

1. Problem. Over 22,000 days were lost in 1980-81 to out-of-school suspensions. In Junior and Senior High Schools there were 4572 pupils suspended and 8486 total suspensions. Note, however, that 950 pupils caused 3948 suspensions and 3612 pupils caused 4538 suspensions. (Less than two percent of the pupils account for over 45 percent of the problems as defined by suspension). For those 950 pupils, especially, there need to be alternatives to being put out on the streets.*

   Recommendation. The NDN has some "programs that work" designed to improve discipline and suspensions. Positive Alternatives to School Suspensions (PASS) and the New Model Me are two such projects. There are others. The school systems may wish to explore some of these programs. (Some districts use special discipline programs now).

   Some emphasis on the problem is needed. The Red Clay District has taken a step with policy relating to alternatives. Some schools are setting up alternatives (such as the program at Skyline Junior High).

   There are successful discipline and training programs. One such program, Institute for Effective Integrated Education was recently discussed in Phi Delta Kappa's Practical Applications of Research, 4, 1 (September, 1981). Appendix A contains some models and ideas for discipline.

   Determine those teachers and staff who have substantially high discipline problems. Provide programs of training specifically for this group. (Is it true, as the folk wisdom tells us, that 20 percent of the staff account for 80 percent of the referrals?).

   Review the Student Code of Conduct each year, or each two years. The process may be more important than the actual outcome. This review provides opportunities for student and community contributions; it helps advertise the expectations for behavior.

   Work with community agencies to establish goals and programs for youth who are suspended multiple times from school. If necessary develop alternative, or "remedial" programs related to positive behaviors. (See second problem).

2. Problem. The suspension problem has at least two parts: a) the rate of suspension in the New Castle County area is considerably higher than the national rate--about twice as high; b) the rate of suspension for Black pupils is 14 percent; for White students it is almost 7 percent. Black pupils, based on their percent of the school population, are suspended 1.65 times more than could be expected; Whites are suspended only .77 times what could be expected. (Although this disproportionate representation is large, it is not unusual. Throughout the United States Black pupils are suspended about twice as often as White pupils.) We did not identify any patterned or systematic personal bias against Black students, or any indication that the differential in suspension rates was racially motivated. Note, for

*Although these are 1980-81 data, year-to-date (YTD) data for 1981-82 suggest that this trend is continuing.

example, that suspension rates in NCCSD for other minorities are much lower than expected, and lower than for Whites. Note also that the largest disproportion of suspensions is based on pupil sex, not race. This above generalization does not deny that there are identifiable cases where there are questionable, doubtful, and even racially prejudiced decisions in the handling of discipline. These instances must be addressed and corrected.

Recommendation. Seek alternatives to suspensions. Redefine some Code of Conduct punishments so that suspension is not used as often.

Work with community groups or agencies to have them reinforce mutually agreed-upon positive behaviors. School and community groups should meet regularly to establish ground rules for acceptable behaviors. Consideration and respect must be reciprocal. For example, the explanation that Black youths often don't mean disrespect with certain language should be understood and accepted at face value. On the other hand, that language--especially used in a discipline situation--may be inflamatory. In fact, that language may be as offensive to a White as some epithets are to Blacks. Workshops in community settings--church, social clubs, settlements, neighborhood centers--should work with youths on these issues. This activity is as necessary as workshops for school staff personnel.

3. Problem. Students transported into an area were described often as taking awhile to "adjust" to the new school, etc. There was concern shown in between-group analyses on the DCI clusters related to "Student Belongingness" to substantiate the interview information (Statistically significant differences were found in this cluster between all pairs of groups analyzed: W vs. M, School vs. Non-school personnel, and Students vs. Educator groups).

   Recommendation. Schools may need to direct some energy and attention to issues of school climate and pride as ways to reduce discipline problems and generate some positive attitudes about school. Additional schools may want to try positive steps or motivators currently being used by some schools: focus on perfect attendance, recognition for perfect "on-time" days during a marking period, good citizen awards, best room display, etc. Focus on positive school climate with heavy student involvement.

4. Concern. Numerous interviews and comments written on questionnaires addressed the problem of lack of concern, caring, and self-discipline of students. Several teachers spoke to the fact that pupils were not willing to take responsibility for their own actions, or blamed actions on "Everyone else is doing it; why did I get caught?", and similar excuses. This attitude harms school spirit and climate and makes discipline something imposed from outside. All teachers should help students develop a sense of self-discipline, of being responsible for their own actions, and of being a part of a positive work group within the school. This can be done only by the concentrated effort of the whole staff (professional and non-certificated) and through example, attention to detail, one-to-one reminders, etc. A sense of humor helps keep the sense of propriety in balance.

5. Issue. Although the Codes of Conduct are available, some parents and pupils believe that they are hard to read ("More like an insurance policy..."). In some cases the old NCCSD policy was adapted with little change (and minimum involvement) for the new district. It seems that the Codes meet the intent of the "participation in governance" criterion (see p.3), but perhaps not the spirit. Each year or two the Codes should be reviewed carefully and revised, if needed. The process is at least as important as the product; it gives students a feeling of belongingness and the schools a chance to consider any needed changes. The five criteria (p.3) should be considered in any revision of the Codes.

6. Issue. All four Codes seem to have inherent contradictions. All suggest that grades should not be used as punishment, and yet all four use grades to punish unexcused absences, etc. This inconsistency must be reconciled.

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Report of Suspensions: School Year 1980-1981 (August, 1981)

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APPENDIX A

Some Comments and Issues Related to Discipline

APPENDIX A

Some Discussions of Discipline

Discipline is ---

---"training that is expected to produce a specified character or pattern of behavior, especially that which is to produce moral or mental improvement." (American Heritage Dictionary)

---"the imposition of punishment on an individual or individuals because the school has officially determined that there has been a breach of a supposed norm or rule." (Kaeser, 1979).

--- regarded as a learning process by which the student is guided in the development of self-control and in the recognition of his responsibilities to himself and to the group (Silberman, 1970).

Whatever the rhetoric, most schools, have specifically-defined codes of conduct which all students are expected to respect. Most schools have equally specific lists of consequences for each infraction. However, schools are complex organizations and, as such, are run so much by accomodation and nepotism as by set rules and policies (Lufler, 1978). In evaluating "good discipline," as opposed to "poor discipline," there are considerations other than overt adherrance to stated rules that exemplify the effectiveness and efficiency of student control. Some researchers consider the causes of school problems as being outside the reach of schools. Others consider that the schools should be responsible for counteracting students' negative behavior, and train, or retrain, them to have more positive attitudes toward their environments and futures.

Most knowledgeable educators agree, however, that the majority of deviant behaviors are the symptons of more complex underlying problems for which amelioration should be sought if the discipline problems are to improve. A "get tougher" attitude with more stringent orders and sterner punishments merely compounds the problem.

A two-year study conducted by Wisconsin's Center for Public Representation surveyed both teachers and students to determine what they felt the causes of discipline problems in their schools were. To some degree both groups felt that in-school problems were extensions of out-of-school problems, although the students were more likely than the teachers to name in-school characteristics such as boring classes, lack of class control, lack of teacher responsiveness and lack of respect for students' rights. This study questioned if additional rules or imposing harsher penalties would reduce discipline problems if these students' perceptions were valid.

Other educators point out that if schools are repressive to youngsters, it is not the teachers' fault alone. Nearly 2/3 of the parents of high school students surveyed in 1969 in a study for Life believed that "maintaining discipline is more important than student self-inquiry" (Silberman, 1970); comparable figures among teachers were only 27%. The U.S. therefore has the kinds of schools its citizens have thus far demanded.

In pursuing the "injustices" against students' rights, Menacker (1981) reviewed rulings of the Supreme Court in respect to free speech, due process, and equal protection. His analysis of 13 cases showed that with one exception only equal protection cases produced unanimous votes in favor of the plaintiffs; free speech and due process cases resulted in split decisions varying from 8-1 to 5-4. This lack of unanimity in the Courts underscores the importance of technicalities and personal interpretations of an individual's behavior when disciplinary judgements are made by teachers and administrators. Menacker (1981) concluded that educators can be guided by at least five principles:

1. When considering school-imposed limits on liberties of students and teachers, the Court will weigh the need to impose limits, and the relationship of the limits to educational goals. The burden of proof is imposed on the school to demonstrate the need to limit civil liberties.

2. When considering penalties imposed by school authorities for what they consider abuses of freedom of expression, the Court will consider the effect of the purported action on school operation. If no substantial impediment to educational goals resulted, students' or teachers' rights will be upheld and school authorities sanctioned.

3. In cases of discipline, school authorities must provide procedural due process extending, at a minimum, from notice and hearing to dull due process -- including counsel and an impartial tribunal--before explusion.

4. Rules and regulations must be related to an accepted educational objective.

5. The 14th amendment equal protection clause requires school programs and regulations to be free of conditions that discriminate.

Therefore, even when a school system has a clearly defined set of codes and regulations which have been carefully prepared by a representative body of teachers, administrators, students and, possibly, parents, unless the student's behavior is in direct defiance of a specifically stated rule, school personnel must interpret the action and make a judgement. The criteria for the judgement are related to the educational goals of the school.

The Gallup Poll added a new dimension to the post-World War II literature on discipline. The 1966 study has been called the "most probing poll ever completed" of public attitudes toward schools. This poll marked the beginning of an annual account of public opinion of various issues in education. In all but one of 12 to date, the respondents to these surveys chose discipline as the number one problem facing the public schools.

If, as one researcher found, (Neill, 1978) it is becoming clearer that a large proportion of serious offenses is committed by a small percentage of the youth, the majority of offenders are those for whom some program for attitude change would seem to be helpful.

The American school system was founded on an authoritarian model and it has been supported by authoritarian models (Cremin, 1964). As a result,

teachers and administrators take a punitive approach to the concept of discipline and thereby produce very little self-discipline. Horace Mann sought to teach self-discipline but immigration and industrial changes interferred, and schools today still have not been able to resolve the problem (Brodinski et als, 1981). Experts are still attempting to define for teachers and administrators the conditions under which the educational needs of all students can be met. There has been much discussion and disagreement as to how we can maintain the discipline required for teaching and learning. A few facts surface often enough to receive serious considerations: 1) misbehavior seems to have multiple causes (i.e., tardiness to class may be caused by countless things, including tardiness of the teacher); 2) rules are necessary (but should be kept few in number, involve a wide group in their specification, and be enforced consistently); 3) dealings with misbehavior should be direct and, if at all possible, private; 4) extensive and consistent strong administrative leadership and support are necessary (Gephart, 1981).

More and more, writers are reemphasizing Mann's objective in training students in self-discipline, which has been defined as the tendency to behave in ways that are mutually beneficial to oneself and to others (Brodinski et als, 1981). It is one of the myths of discipline that students "do not know how to behave." They know how (e.g., in attendance in church, at funerals, etc.) but they need to be convinced that it is in their best interests to conform to expectations of teachers and schools (Kindsvatter, 1980). Williams (1979) also sees self-responsibility as the solution to the discipline problem. Although some view the environment -- and teachers are part of the environment -- as being accountable for students' actions, educators have the burden of conveying to them an awareness of their power of free choice and of the actions that may result from the exercise of this power. (Acts have consequences.)

Although some writers (Kaeser, 1979) believe that few people want to get involved in the hard work needed to provide orderly schools, most classroom teachers and administrators already are involved in extra-curricular activities related to discipline problems in their schools. Recommended changes, however, would be to redirect the time spent negatively in responding to misbehaviors--"baby-sitting" detention rooms and providing individual make-up and substitute lessons for students dispelled from the classroom. Teachers may be victimized by sets of rules that force student and teachers into conflict (Alschuter et als, 1977).

The School Literacy Project instituted at the University of Massachusetts showed that many discipline problems occur because teachers do not have enough time to interact with other adults. Programs were therefore provided so educators could work together to improve the system. Some examples of how rules and roles were modified:

-Collaboration with "supportive service" teachers to make workshops available for teachers
-More flexible scheduling to allow students more diversified interaction with other students (rather than remaining with one group all day)
-Matching teacher-needs with other teachers for help
-More flexible scheduling for teachers for cooperative planning of strategies as well as lesson objectives

-Developing programs of cooperative discipline among teachers to avoid office referrals;
i.e, clashes of personalities could be given "cool-off" time.

The Literacy Project did not provide a list of standard solutions. However, unless teachers can work to change oppressive aspects within a system, the emphasis will continue to be to blame individuals for conflicts rather than to consider the situation which creates the conflict. Some conflicts are inevitable by the very nature of the rules and regulations to which a conscientious teacher must adhere. (And if a teacher sees the insensibility of the rule and chooses to deal with the situation in his/her own way the "inconsistency" accusation becomes valid.)

Dreikurs and Cassell (1972) concur that, "at present our school system is in a dilemma regarding discipline. The controversy over punishment cannot be resolved unless we give teachers alternative effective techniques for dealing with children who misbehave and refuse to learn". Some of these alternative techniques would:

-Begin by improving educators' abilities to create order and to correspond constructively to misbehavior so that there may be increased communication between student and teacher. Four out of every five disruptions result from some dysfunction in the way the school or the classroom is run (Wayson, 1978).

-Limit the offenses for which a student may be suspended; "decriminalize" a number of behaviors. Only behaviors which are clear cut and threatening should be punished by suspension; (educators will be motivated to find more constructive alternatives).

-Develop a code of rights and responsibilities for everyone in the school and then use that code as an educational tool; there must be student and faculty involvement in its creation, and a willingness to share responsibility for what is unacceptable behavior and how it should be handled.

-View discipline as part of the educational process.

-Develop an environment oriented to self-discipline.

-Create a school climate among educators that fosters cohesion: school schedules that do not isolate teachers; agreement on acceptable behavior, consistancy; eliminate confusion.

-Review educational process: as "much misbehavior reflects either boring school or students who are not doing well."

-Involve parents in ways other than attention-getting suspension.

-Provide alternative programs for children with serious problems; these must, however, reflect a commitment to provide education for all children through in-school suspensions.

-Look at data for self-evaluation. Compare schools with few problems to those with many and evaluate why; this may indicate need of supplementary services.

McDaniel (1980) states that "any form of punishment is unhelpful at best and at worst is counter-productive to good discipline." He also feels that teacher education programs would help promote alternatives to negative reactions by educators. Drawing on educational theories and research, he encourages teachers to explore various models to change student behavior:

1 - Behavioral model - using techniques of both positive and negative reinforcement to develop "desirable" student behavior rather than punishment; i.e., rewards and praise, as well as non-verbal reinforcers to bring about behavior modification. The use of negative reinforcement such as time-out rooms give students opportunity to reflect upon their behavior away from the classroom environment without the punishment of suspension or other alleged deterents that can generate resentment and a desire for revenge.

2 - Human relations models "rest on a number of psychological theories which pose strategies that supercede punitive measures." Students are treated with respect and politeness. Ginott (1972) states that "a wise teacher talks to students the way he does visitors in his home." Two-way communication and negotiations with students to establish rules of behavior and find solutions to problems are skills which the teacher must develop carefully and patiently.

3 - Pedogogical model, or preventative approach, has been influenced by both behavioral research and humanistic theory. The emphasis is on how to discipline without punishing. These principles suggest that the teacher keep problems from occurring by providing high interest materials, structured but varied lessons; develop a repertoire of motivational techniques; use soft reprimands rather than attention-getting loud commands.

Dreikers (1972) argues for the pedogogical model, stating that teachers should find "natural or logical consequences" for misbehavior; i.e., if a student is late, making up the times is a natural consequence; writing dictionary words is a punishment. Punishment is associated with the punisher, not the act of misbehavior, therefore there is no motivation to change behavior. Natural, or logical, consequences teach a student the rational reality of misbehavior.

Glasser's "reality theory" requires assertiveness, staying with a request made of the student until it is complied with,... be committed; never give up; don't accept excuses." (Glasser, 1977)

McDaniel's (1980) recommendation for creating healthy and happy classrooms is for a professional staff of educators to work competently and humanely with students and with instructors to find alternatives to punishment.

Green et al.(1981) believe that positive attitudes of teachers, students, and administrators are needed to establish a positive climate. They believe that school board members must lead in establishing community education programs to build a positive relationship between the community and school. These authors state that to achieve educational equity there must be uniform goals and objectives with teacher training and curriculum review to maintain high standards of achievement for all students.

Thomas' (1980) approach to improving discipline is to involve parents in the educational process, within the classroom as well as without. These

allies can assist in maintaining school control. Too often parents are viewed as an unpredictable uncontrollable element that may endanger or destroy the authority system. By being involved as aides, tutors, chaperones, advisors to after-school activities such as cooking, etc , they become liaisons between student and teacher, while at the same time building alliances between teachers and parents that will benefit the student.

When other techniques are ineffective and serious problems continue, alternative schools have been successful in reducing the number of school suspensions. The Dothan (Alabama) City School System (enrollment 9745) reduced its suspensions from 878 to 13 over a two-year span. The program keeps serious disciplinary problems within the school system. Its objectives are: 1) modification of unacceptable behavior; 2) counseling; 3) instruction; 4) attendance; 5) communication through conferences to formulate a solution to the behavior problem. The school system's excellent working relationship with the juvenile court authorities is one of the major reasons for its success. (When three referrals to the alternative school fail, students are referred to juvenile court.) Parental involvement is encouraged. At this school 83% of all students referred have not returned during the 3½ years it had been in existence. Success has been attributed to the commitment and determination of educators and parents who are concerned about the students involved.

In summary, if discipline remains a major problem in our public schools, alternative solutions must be investigated with more vigor, commitment and dedication than in the past. Reviews of successful educational practices, theories and philosophies suggest that changes in student behavior will occur when:

1 - schools devote more time to training students in behavior modification; self-discipline by the students themselves will teach them more than disciplinary measures enforced by a teacher/administrator,

2 - teachers are given extra training for the exceptional tasks with which they are confronted; (experience and training for teaching neighborhood schools does not prepare one for the problems of desegregated classrooms),

3 - parental involvement is more of a positive reality: to provide a unified support system for both school and home and to open the lines of communication between teacher and parent.

4 - alternatives to suspensions and expulsions are established to provide continuity for the student's learning process, and to prevent the build-up of negativism which results from punishments and fosters resentment and revenge.

APPENDIX B

ADDITIONAL SUSPENSION DATA

1. Listing of Reasons for Suspensions, NCCSD

2. Table Showing Alternative Groupings of Reasons for Suspensions into Three Categories and Analyzed by Race

3. Table Showing Expected and Actual Distribution of Pupils (by Race) into Three Categories of Reasons for Suspensions

4. Table Showing Actual and Expected Suspensions (N and %) by Race (B,W,O) for 1981-82 YTD (9/81-12/81) Out-of-School Suspensions

5. Table Showing Actual and Expected Suspensions (N and %) by Race (B,W,O) for 1981-82 YTD (9/81-10/81) Out-of-School Suspensions

6. Tables Showing Acutal and Expected Suspensions (N and %) by Race (B,W,O) for 1981-82 YTD (9/81-12/81) Out-of-School Suspensions For Each of Four Districts

SUSPENSION/ARREST INFORMATION FORM

DISTRICT NUMBER __ __

SCHOOL NUMBER __ __ SCHOOL NAME _____

STUDENT NUMBER __ __ __ __ __ __ STUDENT NAME _____

TYPE of SUSPENSION (check one): * ☐ In-School ☐ Out-of-School

CHECK IF STUDENT WAS ARRESTED FOR THIS OFFENSE: ☐

DATE SUSPENDED __ __ / __ __ / __ __

NUMBER of DAYS SUSPENDED __ __
(Full Days Only)

	Primary Reason	Secondary Reason
REASON for SUSPENSION: (Use Number Code)	# __ __	# __ __

REASONS for SUSPENSION

Code No.		Code No.	
01	General Classroom Disruption	16	Simple Assault
02	Use of Profanity	17	Offensive Touching
03	Inflammatory Actions	18	Fighting
04	Unexcused Absence (Truancy)	19	Aggravated Assault; Assault & Battery
05	Lateness to School or Class	20	Possession or Use of Alcohol or Illegal Drugs
06	Class Cutting	21	Selling Drugs
07	Leaving School Grounds Without Permission	22	Extortion
08	Smoking	23	Stealing/Possession/Transferring of Stolen Goods; Robbery
09	Loitering	24	Vandalism
10	Defiance of School Authority	25	Reckless Driving
11	Disruption on the School Bus	26	Arson
12	General Disruption of the Orderly Educational Process	27	Possession/Concealing of Weapons
13	Trespassing	28	Sexual Assault, Attempted Rape or Rape
14	Gambling	29	Other _____ (specify)
15	Indecent Proposition		

* A student is not to be reported as suspended unless he/she is suspended for at least one full day.

NOTE: Please retain original for your records and send copy to DATA CENTER each day as form is completed.

APPENDIX B

Alternative computation of present distribution of suspensions by races into three categories of suspension offenses. The categories, using 28 of the reasons for suspension listed in the Suspension Report (Consortium, 1981) were: (Reason 29, "Others," excluded).

Category I: "Judgment Calls." Reasons 1,2,3,9,10,12

Category II: School Status Offenses; basically "YES/NO" decisions Reasons 4,5,6,7,8,11

Category III: Serious Offenses. These would be offenses if an adult committed them and someone pressed charges. Reasons 13-28

TABLE 1a
ALTERNATIVE GROUPING OF SUSPENSION REASONS
INTO CATEGORIES AND ANALYZED BY RACE
Category

RACE		I N	I Row %	II N	II Row %	III N	III Row %	TOTAL
B	N	1516	38	1022	26	1461	37	3999
Col.	%	54		33		56		47
W	N	1238	29	1995	46	1107	26	4340
Col.	%	44		65		42		51
O	N	55	36	41	27	58	38	154
Col.	%	2		1		2		2
TOTAL		2809		3078		2626		8493

Using an estimated "expectancy" of 70, 27 and 3 percent respectively for W, B, and O, the category distribution table (Table 9) would show the following distribution of suspensions by race, and show the ratios of over/under representation.

TABLE 11b

GROUPING OF SUSPENSION REASONS INTO THREE BROAD CATEGORIES and DERIVING AN "EXPECTED" RATE USING APPROXIMATE PERCENTS OF RACES (B, W, O) IN 1980-81 ENROLLMENTS

		CATEGORIES I		CATEGORIES II		CATEGORIES III			
TOTAL		3668	A/E	2238	A/E	2587	A/E	EXPECTED / Actual	RATIO A/E
B (27%)	E	990	1.83	604	1.25	698	2.05	2292	1.74
	A	1808		758		1433		3999	
W (70%)	E	2568	.70	1567	.92	1811	.61	5946	.73
	A	1798		1445		1097		4340	
O (3%)	E	110	.56	67	.52	78	.73	255	.60
	A	62		35		57		154	

TABLE 17a
ACTUAL and EXPECTED SUSPENSIONS (N and %) by RACE (B,W,O)
for 1981-82 YTD OUT-OF-SCHOOL SUSPENSIONS WITH DISCREPANCY
BETWEEN ACTUAL and EXPECTED

		Enroll	First Time			Other			Total		
		(Col.I)	Act.	Exp.	Disc.	Act.	Exp.	Disc.	Act.	Exp.	Disc.
B	N	14049	890	554	336	519	277	242	1409	831	578
	%	27	43	27	16	51	27	24	46	27	19
(%Col.I):	A/E		(6.3)		1.61	(3.7)		1.87	(10)		1.70
W	N	35781	1107	1415	-308	483	708	-225	1590	2123	-533
	%	69	54	69	-15	47	69	-22	52	69	-17
(%Col.I):	A/E		(3)		.78	(1.3)		.68	(4.4)		.75
O	N	1925	54	82	-28	24	41	-17	78	123	-45
	%	4	3	4	-1	2	4	-2	2	4	-2
(%Col.I):	A/E		(3)		.66	(1.2)		.59	(4)		.63
TOTAL		51755	2051	2051		1026	1026		3077	3077	
(% Col.I)			(4)			(2)			(6)		

1981-82 YTD (9/81-10/81)

		SUSPENSIONS						ARRESTS					
		B		W		O		B		W		O	
	OFFENSE	N	%	N	%	N	%	N	%	N	%	N	%
	First	117	59	81	41	1	.5	8	53	6	40	1	7
1	Multiple	46	77	13	22	1	1	1	100	0	0	0	0
	Total	163	63	94	36	2	1	9	56	6	38	1	6
	First	63	45	59	42	17	12	7	37	10	53	2	10
2	Multiple	13	50	11	42	2	8	0	0	0	0	0	0
	Total	76	46	70	42	19	12	7	37	10	53	2	10
	First	91	45	106	53	5	2	3	38	5	63	0	0
3	Multiple	18	55	12	36	3	9	0	0	0	0	0	0
	Total	109	46	118	50	8	4	3	38	5	63	0	0
			26		71		2						
	First	149	40	225	60	1	.5	7	35	13	65	0	0
4	Multiple	35	36	61	63	1	1	0	0	0	0	0	0
	Total	184	39	286	60	2	.4	7	35	13	65	0	0
	TOTAL	532		588				26		34			

TABLE 5 a
Suspensions and Arrests for Two Months of 1981-82
School Year by District by Race

For 1981-82 Areas correspond approximately to the new districts
1, Brandywine; 2, Red Clay; 3, Christina and 4, Colonial.

APPENDIX C

INSTRUMENTS

SCHOOL AND DISCIPLINE CONTEXT INVENTORY

We are seeking some information about Discipline and Discipline Procedures at your school.

DIRECTIONS. Circle a number to rate your school from 0 to 5. A rating of 0 shows that the statement is not true of your school. A rating of 5 means that the statement is very true of your school.

First, please, some information about you and the school.

(A) Name of District

1. _____ Brandywine
2. _____ Christina
3. _____ Colonial
4. _____ Red Clay

(B) Name of School _____

(C) School Grade Level

1. _____ Elementary
2. _____ Junior High
3. _____ High School
4. _____ Other (Specify)

(D) Your position (e.g., Teacher, Student, Parent, Custodian, Administrator) _____

(E) Race

1. _____ Native American Indian
2. _____ Black/Negro
3. _____ Asian
4. _____ Hispanic
5. _____ White/Caucasian
6. _____ Other (Specify)

Number(N) of Responses to items by White(W) and all others (Minorities) (M)

NUMBER

	NOT TRUE 0	1	2	3	4	TRUE 5	NO RESP NR	ITEM	
W	2	13	17	81	108	61	-	1.	A sense of direction and mutual purpose is shared among many staff, students, and (to some extent) parents. (They can describe some goals and achievements in specific, understandable terms.)
M	5	6	12	51	39	19	-		
W	11	14	25	69	100	63	-	2.	Problems do not fester; they are identified and resolved. The question, "What can we do?" replaces the sentiment, "It can't be done."
M	13	13	12	35	37	20	2		
W	18	22	39	79	85	39	-	3	Nearly all members feel that the school belongs to them, and that he or she can make a difference in it.
M	13	14	21	25	31	26	2		
W	10	19	35	92	85	58	3	4	A large number of the staff is involved in planning and implementing school activities. Participation is high and widely distributed.
M	9	14	15	29	32	32	1		
W	11	25	29	93	90	21	13	5	Staff members know how to prevent discipline problems caused by adults, by school procedures or by the school organization.
M	7	13	25	37	19	26	5		
W	14	27	45	63	85	42	6	6	Status differences that imply inferiority or superiority of one staff or student group over another are eliminated.
M	8	22	30	42	18	10	2		
W	19	34	46	90	66	21	6	7	Each person accepts criticism from those who receive his/her services.
M	11	20	24	41	18	15	3		
W	85	51	30	43	29	13	33	8	School secretaries, aides, custodians, and other school staff (such as bus drivers) participate in faculty meetings and inservice sessions.
M	34	22	17	15	17	12	15		
W	16	18	27	74	100	44	3	9	Responsibilities and "territories" are shared and respected; people are not possessive nor are they fearful that someone will "take over" their job, space, or materials. They say "our school" and "our students," not "mine."
M	15	17	22	31	24	20	3		
W	19	26	41	81	79	37	1	10	Many students are involved in the school's activities--in planning and in implementing. Participation is high and widely distributed.
M	18	8	19	31	28	30	-		

W = Whites
M = All minorities combined

White N = 282
Minority N = 132

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W. Wayson, The Ohio State University, Columbus, OH. 43210.

	NOT TRUE	NUMBER				TRUE	NO RESP.	Item	
	0	1	2	3	4	5	NR		
W	20	31	48	86	91	19	7	11	Students participate in solving the problems of the classroom and the school.
M	14	27	33	20	14	5	-		
W	6	12	26	44	86	109	1	12	Students' work is displayed in classrooms, display cases, corridors, and cafeterias.
M	6	10	17	28	23	45	3		
W	10	7	16	28	96	122	3	13	All students are actively included in classroom and school activities, regardless of sex, race, religion, socio-economic status or academic ability.
M	12	8	17	18	26	48	3		
W	39	25	51	85	57	22	3	14	Students feel responsible for keeping the school environment attractive and clean.
M	32	25	16	25	17	15	2		
W	5	6	21	66	114	68	2	15	Teachers know the names of their students, not only those in their classrooms but others in the school.
M	8	9	11	21	39	39	5		
W	2	8	13	38	115	105	1	16	Rules and expectations are clearly defined, stated, and communicated so that people know what to do.
M	7	3	8	18	34	59	3		
W	14	17	29	60	95	63	4	17	Rules apply only to relevant behavior and not to matters that are trivial, highly personal, or have no effect upon the school or class.
M	20	12	12	29	25	29	5		
W	8	22	21	67	94	68	2	18	Disciplinary techniques are used to teach positive ways of behaving, not just to punish or to teach blind obedience.
M	11	10	15	23	33	37	3		
W	14	21	30	64	90	58	5	19	A few good rules are made and enforced rather than having many rules which aren't enforced.
M	2	10	12	43	26	34	5		
W	6	16	28	65	99	67	1	20	Individual differences and a variety of learning styles are respected and accommodated.
M	7	10	15	32	37	26	5		
W	2	1	16	43	102	112	6	21	Teachers choose the methods and materials which they can best use to achieve explicit goals.
M	7	3	11	18	41	49	5		
W	46	32	56	69	51	25	3	22	Playgrounds, school buses, cafeterias, hallways, and lavatories are seen as places where students learn; teachers design and implement positive curriculum for teaching behavior in those areas.
M	35	21	24	13	20	15	4		
W	32	29	47	44	75	51	4	23	Field trips, outside speakers, and disciplinary practices are seen as ordinary teaching methods which teachers may use without extra-ordinary administrative procedures.
M	12	10	16	31	30	30	3		
W	10	19	33	75	110	31	4	24	Before rushing to solve a problem, people clarify whether there is a problem and define what it is.
M	15	12	19	32	29	22	3		
W	41	31	37	73	72	24	4	25	If a person has a problem with another, he or she discusses it directly with that person.
M	30	24	16	17	18	18	9		
W	14	14	42	66	90	49	2	26	Individual and cultural differences are respected and valued and are openly expressed in the school.
M	22	17	24	33	18	15	3		
W	8	24	31	84	92	35	8	27	People assist one another in ways that help them to become independent.
M	9	16	18	40	30	14	5		
W	43	43	47	76	47	21	5	28	Staff members know the neighborhood, the street names, the stores, and the places of entertainment their students live with.
M	36	22	19	30	10	12	3		

W = Whites
M = All minorities combined

	NUMBER							
	NOT TRUE 0	1	2	3	4	TRUE 5	NO RESP NR	Item
W	89	55	54	49	20	5	5	29
M	41	30	15	21	13	8	4	
W	8	23	38	106	76	19	12	30
M	11	15	21	40	23	9	13	
W	28	26	56	87	47	21	17	31
M	10	22	22	33	17	18	10	
W	9	14	27	47	104	78	3	32
M	6	9	14	18	37	45	3	
W	1	13	44	101	84	36	3	33
M	9	9	22	36	30	22	4	
W	15	29	36	72	72	54	4	34
M	10	13	12	32	27	32	6	
W	11	12	15	64	94	84	2	35
M	6	5	9	20	47	40	5	
W	24	28	53	93	66	33	5	36
M	5	13	18	34	33	22	7	
W	12	24	53	99	66	21	7	37
M	5	12	15	45	32	18	5	
W	12	19	39	85	81	38	8	38
M	4	7	21	35	40	17	8	
W	11	12	39	83	97	36	4	39
M	9	17	16	36	30	19	5	
W	23	24	48	66	76	41	4	40
M	10	9	16	40	31	22	4	
W	2	9	18	35	101	116	1	41
M	2	8	14	27	33	44	4	
W	19	9	18	34	80	121	3	42
M	7	8	13	27	24	49	4	
W	6	18	42	69	91	52	4	43
M	1	15	19	31	31	31	4	
W	31	25	27	35	70	92	2	44
M	15	12	23	20	26	32	4	
W	2	4	9	16	44	205	2	45
M	4	3	5	18	22	77	3	

W = Whites
M = All minorities combined

29. Teachers and other school personnel visit students' homes

30. Staff members recognize the stereotypes they may hold about the students and the community and work to see students and parents as individuals; the school community works in various ways to break down stereotypes.

31. Staff and administrators frequently participate in groups, institutions, and organizations within the community which can offer support to students and to the school (ex., churches, clubs).

32. Staff members feel responsible for keeping the school environment attractive and clean.

33. Adults and students are able to analyze "trouble areas" in the environment and make provisions to solve problems.

34. Places are designed where small groups can work together without having to talk loudly to be heard.

35. The school is attractive and inviting.

36. Parents participate in school activities and/or are represented in some faculty meetings and inservice sessions.

37. Students take responsibility for enforcing agreed-upon patterns of relationships with other students, teachers, and administrators.

38. When decisions are made and procedures established, the educational growth of individual students takes priority over concerns such as adult convenience, pleasing superiors, saving face, or maintaining tradition.

39. Teachers know and respect the students' languages, cultures, and individual styles.

40. Each student has a definite contact, preferably an advocate, on the faculty.

41. Rules and other expectations are clearly defined, stated, and communicated so that people know what to do.

42. Due process is applied before punishment. (e.g., students have their say and know why they are being punished.)

43. Parents are interested in good discipline in the school and work with school personnel to obtain it.

44. Discipline in our school is firm, fair and consistent. All students are treated equally; no group "gets away" with things.

45. School rules are written and steps are taken to see that each pupil/parent/school faculty, etc., knows the rules, or has a copy of the rules (code of conduct).

SCHOOL AND DISCIPLINE CONTEXT INVENTORY

We are seeking some information about Discipline and Discipline Procedures at your school. DIRECTIONS. Circle a number to rate your school from 0 to 5. A rating of 0 shows that the statement is not true of your school. A rating of 5 means that the statement is very true of your school.

First, please, some information about you and the school.

(A) Name of District

1. _____ Brandywine
2. _____ Christina
3. _____ Colonial
4. _____ Red Clay

(B) Name of School _____

(C) School Grade Level

1. _____ Elementary
2. _____ Junior High
3. _____ High School
4. _____ Other (Specify)

(D) Your position (e.g., Teacher, Student, Parent, Custodian, Administrator) _____

(E) Race

1. _____ Native American Indian
2. _____ Black/Negro
3. _____ Asian
4. _____ Hispanic
5. _____ White/Caucasian
6. _____ Other (Specify)

PERCENT of Responses to items by White (w) and all other (Minorities) or M

% PERCENT

	Not true 0	1	2	3	4	True 5	No Resp. NR	ITEM
W	1	5	6	29	35	22	0	1. A sense of direction and mutual purpose is shared among many staff, students, and (to some extent) parents. (They can describe some goals and achievements in specific, understandable terms.)
M	4	5	9	39	30	14	0	
W	4	5	9	25	36	22	0	2 Problems do not fester; they are identified and resolved. The question, "What can we do?" replaces the sentiment, "It can't be done."
M	10	10	9	27	28	15	2	
W	6	8	14	28	30	14	0	3 Nearly all members feel that the school belongs to them, and that he or she can make a difference in it.
M	10	11	16	19	24	20	2	
W	4	7	12	26	30	21	1	4 A large number of the staff is involved in planning and implementing school activities. Participation is high and widely distributed.
M	7	11	11	22	24	24	1	
W	4	9	10	33	32	7	5	5 Staff members know how to prevent discipline problems caused by adults, by school procedures or by the school organization.
M	5	10	19	28	14	20	4	
W	5	10	16	22	30	15	2	6 Status differences that imply inferiority or superiority of one staff or student group over another are eliminated.
M	6	11	23	32	14	8	2	
W	7	12	16	32	24	7	2	7 Each person accepts criticism from those who receive his/her services.
M	8	15	18	31	14	11	2	
W	30	18	11	15	10	5	12	8 School secretaries, aides, custodians, and other school staff (such as bus drivers) participate in faculty meetings and inservice sessions.
M	26	17	13	11	13	9	11	
W	6	6	10	26	36	16	1	9 Responsibilities and "territories" are shared and respected; people are not possessive nor are they fearful that someone will "take over" their job, space, or materials. They say "our school" and "our students," not "mine."
M	11	13	17	24	18	15	2	
W	6	9	15	29	28	13	+	10 Many students are involved in the school's activities--in planning and in implementing. Participation is high and widely distributed.
M	14	6	13	24	21	23	0	

W = WHITES
M = All minorities combined
+ = less than 1%

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White N = 282
Minority N = 132

	Not True		Percents			True	No Resp	Item
	0	1	2	3	4	5	NR	
W	7	11	17	31	25	7	3	11
M	14	11	21	25	15	11	4	
W	2	4	9	16	31	38	+	12
M	5	8	13	21	17	34	2	
W	4	3	6	10	34	43	1	13
M	9	6	13	14	20	36	2	
W	14	9	18	30	20	8	1	14
M	24	19	12	19	13	11	2	
W	2	2	7	23	40	24	1	15
M	6	7	8	16	30	30	4	
W	1	3	5	14	41	37	+	16
M	3	2	6	14	26	45	2	
W	5	6	10	21	34	22	1	17
M	15	9	9	22	19	22	4	
W	3	8	7	24	33	24	1	18
M	8	8	11	17	25	28	2	
W	5	7	11	23	32	21	2	19
M	2	5	9	33	20	26	4	
W	2	6	10	23	35	24	+	20
M	5	8	11	24	28	20	4	
W	1	+	6	15	36	40	2	21
M	5	2	8	14	31	37	4	
W	16	11	20	25	18	9	1	22
M	27	16	18	10	15	11	3	
W	11	10	17	16	27	18	1	23
M	9	8	12	24	23	23	2	
W	4	7	12	27	39	11	1	24
M	11	9	14	24	22	17	2	
W	15	11	13	26	21	9	1	25
M	22	15	12	13	14	14	7	
W	5	7	15	23	32	17	1	26
M	17	13	18	25	14	11	2	
W	3	9	11	30	33	12	3	27
M	7	12	14	30	23	11	4	
W	15	15	17	27	17	7	2	28
M	27	17	14	23	8	9	2	

+ = less than 1%
W = Whites
M = All Minorities Combined

11. Students participate in solving the problems of the classroom and the school.

12. Students' work is displayed in classrooms, display cases, corridors, and cafeterias.

13. All students are actively included in classroom and school activities, regardless of sex, race, religion, socio-economic status or academic ability.

14. Students feel responsible for keeping the school environment attractive and clean.

15. Teachers know the names of their students, not only those in their classrooms but others in the school.

16. Rules and expectations are clearly defined, stated, and communicated so that people know what to do.

17. Rules apply only to relevant behavior and not to matters that are trivial, highly personal, or have no effect upon the school or class.

18. Disciplinary techniques are used to teach positive ways of behaving, not just to punish or to teach blind obedience.

19. A <u>few</u> good rules are made and enforced rather than having many rules which aren't enforced.

20. Individual differences and a variety of learning styles are respected and accommodated.

21. Teachers choose the methods and materials which they can best use to achieve explicit goals.

22. Playgrounds, school buses, cafeterias, hallways, and lavatories are seen as places where students learn; teachers design and implement positive curriculum for teaching behavior in those areas.

23. Field trips, outside speakers, and disciplinary practices are seen as ordinary teaching methods which teachers may use without extra-ordinary administrative procedures.

24. Before rushing to solve a problem, people clarify whether there is a problem and define what it is.

25. If a person has a problem with another, he or she discusses it <u>directly</u> with that person.

26. Individual and cultural differences are respected and valued and are openly expressed in the school.

27. People assist one another in ways that help them to become independent.

28. Staff members know the neighborhood, the street names, the stores, and the places of entertainment their students live with.

	Not True 0	1	2	3	4	True 5	No Response NR	Item	
W	32	20	21	17	7	2	2	29	Teachers and other school personnel visit students' homes
M	31	23	11	16	10	6	3		
W	3	8	14	38	27	7	4	30	Staff members recognize the stereotypes they may hold about the students and the community and work to see students and parents as individuals; the school community works in various ways to break down stereotypes.
M	8	11	16	30	17	7	10		
W	10	9	20	31	17	7	6	31	Staff and administrators frequently participate in groups, institutions, and organizations within the community which can offer support to students and to the school. (ex., churches, clubs).
M	7	17	17	25	13	14	8		
W	3	5	10	17	37	28	1	32	Staff members feel responsible for keeping the school environment attractive and clean.
M	5	7	11	14	28	34	2		
W	+	5	16	36	30	13	1	33	Adults and students are able to analyze "trouble areas" in the environment and make provisions to solve problems.
M	7	7	17	27	23	17	3		
W	5	10	13	26	26	19	1	34	Places are designed where small groups can work together without having to talk loudly to be heard.
M	8	10	9	24	21	24	5		
W	4	4	5	23	33	30	1	35	The school is attractive and inviting.
M	5	4	7	15	36	30	4		
W	9	10	19	26	23	12	2	36	Parents participate in school activities and/or are represented in some faculty meetings and inservice sessions.
M	4	10	14	26	25	17	5		
W	4	9	19	35	23	7	3	37	Students take responsibility for enforcing agreed-upon patterns of relationships with other students, teachers, and administrators.
M	4	9	11	34	24	14	4		
W	4	7	14	30	29	14	3	38	When decisions are made and procedures established, the educational growth of individual students takes priority over concerns such as adult convenience, pleasing superiors, saving face, or maintaining tradition.
M	3	5	16	27	30	13	6		
W	4	4	14	29	34	13	1	39	Teachers know and respect the students' languages, cultures, and individual styles.
M	7	13	12	27	23	14	4		
W	8	9	17	23	27	15	1	40	Each student has a definite contact, preferably an advocate, on the faculty.
M	8	7	12	30	24	17	3		
W	1	3	6	12	36	41	+	41	Rules and other expectations are clearly defined, stated, and communicated so that people know what to do.
M	2	6	11	21	25	33	3		
W	7	3	6	12	28	43	1	42	Due process is applied before punishment. (e.g., students have their say and know why they are being punished.)
M	5	6	10	21	18	37	3		
W	3	7	15	25	32	18	1	43	Parents are interested in good discipline in the school and work with school personnel to obtain it.
M	1	11	14	24	24	24	3		
W	11	9	10	12	25	33	1	44	Discipline in our school is firm, fair and consistent. All students are treated equally; no group "gets away" with things.
M	14	9	17	15	20	24	3		
W	1	1	3	6	16	73	1	45	School rules are written and steps are taken to see that each pupil/parent/school faculty, etc., knows the rules, or has a copy of the rules (code of conduct).
M	3	2	4	14	17	58	2		

PERCENTS

+ = less than 1%
W = White
M = All other minorities

INTERVIEW QUESTIONS (GUIDE)

1. What type(s) of student behavior(s) upset(s) you most? _____

   Why? _____

   Which ethnic group(s) normally exhibit(s) that (those) behavior(s)?

   Black? White? Hispanic? Asian? Others? All?

2. What type(s) of student behavior(s) please(s) you the most? _____

   Why? _____

   Which ethnic group(s) normally exhibit(s) that (those) behavior(s)?

   Black? White? Hispanic? Asian? Others? All?

3. Do you feel that your school system is suspending too few (or too many) students? Too few?_____ Too many?_____

   Why? _____

4. Do you feel that your school is suspending too few (or too many) students?

   Too few? _____ Too many? _____ Why? _____

5. Do you feel that students get "due process" before suspension?

   Yes _____ No _____ Why? _____

6. Do you think that bias is involved in suspensions of students?

   Yes _____ No _____ Why? _____

6a. If so, toward which group(s)? _____

7. Have you known of any successful programs that deal with suspension?

   Yes _____ No _____ If yes, name some _____

8. If you assume that some form of punishment should be administered to students for deviant behavior, what creative action would you propose?

   _____

9. If you were in charge of the school system and had the power to deal with suspensions, what would you do to overcome the problem? _____

   _____

   _____

I. Discipline Interview Guide (General)

A. Status of suspensions/expulsions? (Your building and school building or District)

B. Status of School Discipline? (Your school or District)

C. Procedures for handling disciplinary cases?

1. How reported at building?
2. How reported (if at all) at District?

D. Means by which parents/pupils informed about school rules, especially suspension rules?

E. Offenses punishable by suspension?

F. Use of discipline techniques other than suspensions?

II. In-School Suspensions (General)

A. What processes were used to decide on In-school? What offenses?

B. How much time do students spend in In-school suspension?

C. Mechanics of In-school suspension

1. What is it?
2. How is it run?
3. Extra costs?
4. Are students really "suspended"?
5. How are they carried on suspension reports?

D. What are the advantages of In-school?

E. What are disadvantages of In-school?

F. Suggestions/recommendations?

APPENDIX D

Visits and Interviews (Mini Case Studies)

Innovative Programs:
Peer Counseling
Progress Reports

Visits and Interviews: Mini-Case Studies

December 11. Visit to Skyline Junior High School to see the Student Assistance Center (SAC). Skyline was further along than any other school in the Red Clay Consolidated School District in the process of establishing the SAC. The Red Clay Board of Education has developed a policy that each middle school will design, implement and operate a SAC of some type. The policy provided latitude in establishing the SAC to meet individual school needs and to accommodate the interests and needs of pupils, teachers and administration in that school.

The Skyline SAC was set up in the following configuration. A vice-principal was in charge of the SAC. The SAC staff was a clerk who did initial work and "intake" processes; a student counselor to provide individualized assistance to pupils in the SAC; and one SAC teacher (to be hired). This teacher will have skills to teach the basic competencies required by the State and will direct SAC instructional programming.

The SAC provides a much needed alternative, especially for those youngsters constantly in conflict with the schools. The SAC staff felt that most of their services will be directed to that relatively small portion of the school population which is repeatedly in trouble with the school organization. The SAC provides, in essence, one additional step or process to keep youngsters from suspension or expulsion. The SAC is accessible by student self-referral, peer referral, or teacher referral. A youngster may stay there part of a period or up to 5 days. The SAC is also used for those discipline situations which are not "cut and dried" according to the code of conduct. That is, if a student fights, automatic action is prescribed by the code. On the other hand, for indiscretions such as classroom disruptions, abusive language, or defiance--things which might be considered "judgment calls"--the SAC alternative is available. The SAC should provide a positive approach to discipline (discipline in the broadest sense of learning to cope, training, and self-restraint). The SAC youngster is required to continue a program of learning. Thus the youngster who is somewhat behind has an alternative to not getting further behind (the probable result of a suspension). The SAC philosophy, structure and processes appear sound and reasonable. It is too early to make definitive comments about the efficacy of the SAC, but it does offer one alternative for the improvement of discipline for middle and high school youngsters. (Concepts and processes of the SAC should be taught to all staff who are having discipline problems as well as to all building-level administrators).

December 11. Visit to Castle Hill Elementary School. Although in elementary school there is relatively minimal discipline disruption (compared to upper grades) there is constant effort to help youngsters understand the processes of school, to learn school rules, and to become "socialized" to the institution known as education. Thus, in elementary school teachers help youngsters play the game which we call "school". There is emphasis upon institutional norms; raise your hand before you speak, don't run in the halls, walk in an orderly fashion, don't push (especially at the drinking fountain), schedule activities, take care of your books, bring paper and pencil, etc. Emphasis on these institu-

tional events has little to do with learning the traditional basic skills; rather it helps teach youngsters how to behave in schools. This activity should be conducted in a reasonable, patterned fashion if youngsters are to learn behaviors to help them remain in schools in later years and avoid conflict with the school organization. These activities were much in evidence at the Castle Hill Elementary School. Teachers indicated that, in their opinions, little attention was paid to whether a child was black or white (although at least one teacher expressed awareness of community concern for statistics showing over-representation of black youngsters in discipline, and that this sometimes gave her some "pause" before taking action with a black child). Neither black nor white teachers identified any feeling of discrimination or bias in the school, and observations of school activities in classrooms bore this out.

Teachers and administration stated that there was good communication between school and homes; approximately 95 percent of the parents had attended scheduled conferences at the school. During these conferences, parents were told about school rules and given copies of the code of conduct. Teachers and administration pointed out that this school had not changed much since desegregation; there had always been a black population due to the neighborhoods and housing patterns. They stated Castle Hill was lucky in that it did not experience the upheaval apparent at some other schools when desegregation occurred. Castle Hill showed very clearly the importance of an elementary school 1)in setting the tone for subsequent pupil behavior in the schools, and 2)in teaching youngsters the game of "playing school" if one is to be successful in the system. The school had no pupil suspensions reported in 1980-81 although there had been one in 1981-82 because of overt "acting out" by a youngster against a teacher.

December 14. Visit at New Castle Junior High School (NCJHS), a grade 7-8-9 school housed in an old, but well kept and remodeled building. Interviews confirmed many things learned earlier at Castle Hill's Elementary School. Prior to desegregation, this building had a sizeable percent of minority students (around 20), and a desegregated teaching staff.

The school year started well at NCJHS. There were a few transfers of urban black students to NCJHS and most of the black students currently at NCJHS were from nearby suburban areas. This new mix of urban and suburban minority pupils caused some initial problems, but teachers and administration believe that the problems are slowly dissolving as the urban students get to know what is expected and get to know the rules, processes, and goals of NCJHS. Apparently many problems were caused by a few new black females who "mixed it up" with black females already at the school.

Responses were similar to those in other schools. Basically, administrators, teachers and pupils believe that discipline is good. Administrators and teachers believe that extant problems have occurred because of changes in socio-economic status (SES) and mixing of various SES groups, rather than specific black/white concerns. Administrators pointed out that current suspension ratios are very similar to the racial percentages in the school. (This is not unexpected since last year's ratios were similar to the racial distribution for this school).

Pupils interviewed suggested that NCJHS was a good place to be; that they would rather be there than in other junior high schools; that things were quite fair, and that they felt little or no pressure based upon race. The students

stated that some teachers were better than others and some were more fair than others; they could identify some teachers who were "mean" to pupils, but they felt that these situations were about "average".

Responses at NCJHS confirmed what was learned in other schools; namely that each school is different and develops a "character" of its own which is shaped very much by the principal, the SES and neighborhoods, and by the teachers. Teachers and administrators were quick to identify strengths and weaknesses, and were willing to discuss them. In fact, they explained special steps being taken to correct problems which they identified.

Two black educators suggested that only a small percent of the black pupils (that is, a minority of the minority) were problems. This group, however, was involved in almost anything that went on and accounted for most of the discipline referrals. In this school the counselors could transfer a youngster from one class to another, but used this procedure guardedly. It was used only when there was a major conflict between pupil and teachers, and this conflict was seen as getting in the way not only of teaching and learning for the parties involved but also was influencing the rest of the classroom. (Note: one should avoid the so called "domino effect" where the mind set is: "If you get rid of these kids, I can handle the rest of the class real well." Soon there is a new group of "these kids" and the whole cycle starts again).

Generally, this school was like many others; it was operating smoothly and going about the business of education. Some problems could be identified, but most everything was under control and people were working to solve the problems.

Innovative Programs: Peer Counseling

One innovative activity in the Christina District is the Peer Counseling program. The Home School Liaison/Community Relations director has introduced a preventive practice to deal with discipline and suspensions. Students are selected for the peer counseling program from a cross-section of the school based on socioeconomic backgrounds, grades, ethnic backgrounds, and involvement in school activities. They do not select only model students; many are those who have had discipline, attendance or other types of school related problems. The program is voluntary and the training rigorous. The Home School Liaison person and the school psychologist develop and implement the training program. It consists of workshops in guidance and counseling procedures, training by counselors and psychologists, training programs at the Hudson Center, socio-drama training, and special program training at the Christian-Jewish Council Center.

The Peer Counseling program aims to remedy volatile situations before they develop. For example, two boys are involved in an argument which will soon escalate to the fight stage. A peer counselor intervenes, not to break up a fight, but verbally to try to get them to understand the circumstances they face after a fight. Talking to one of the guidance or counseling staff is better than being suspended since fights automatically end in suspensions. Perhaps a student needs to talk to someone about a family problem. There will be, in the Peer Counseling group, someone who has encountered the same problem. It is sometimes easier to talk to a peer rather than an adult (i.e., counselor). Although the Peer Counseling program is not to replace school counselors, it gives counselors another option when dealing with students. The Peer Counselors are always under the supervision of a trained school staff member when dealing with a peer.

The program is a unique use of resources which allows participants to receive good training, and to provide a needed, but well supervised service. It also is a mechanism to get more students involved in their school. Faculty, staff, administration, and students all praised the Peer Counseling program. Even those who knew that some problem students were involved in the program said that the responsibility and training required by the program greatly improved the attitude and deportment of problem students.

Comments about the sensitivity the program provided to both students and faculty about racial problems were also very positive. Having a group of trained students, from all backgrounds, working together has set a good example and provided a positive model for some students.

The program has some problems but they are quickly dealt with. It was not viewed as a "goon squad" for keeping law and order. Anyone acting as such is immediately terminated. Administrative support was excellent as was faculty support when students were released for training, orientation, or meetings. Peer Counseling provides a positive, helping service to the school. It could be a model for other schools and students. Many respondents said that the development of such a program was well worth the time and effort.

Innovative Program: Progress Report

To help students learn self discipline through studying and homework, each student is expected to take books and assignments home each evening. Faculty at Gauger Junior High check that each student has books or homework assignments.

When a student has been retained (i.e., kept in the same grade for a second year) for academic reasons at Gauger a Progress Report is required for each student during the repeat year. The form contains four areas: language arts, math, social studies, and science with places for academic grade, days absent, teacher comments about each subject, and space to comment on the student's attitude. There is room for the teacher's initials in each subject area.

The Report is sent home every two weeks so that the parent(s) will know that the pupil is receiving special attention and what progress the student is making. The administration and the faculty team try to meet with the parent(s) before the program is started so they will understand what the Progress Report is intended to tell them and when to expect the student to bring it home. The same Progress Report is available to other parents who request that it be used to help them and their children. If a student is having difficulty in a subject area, if there is an attitudinal problem, or if the parent is simply interested in their child's progress, the Report will be completed and sent home.

The administration and staff at Gauger are very interested in academic chievement for all of the students. They feel most fail because they are absent. Programs such as carrying home books, requirements that homework be done, Progress Reports, and academic detention are all implemented and carried out because of a concern for providing an excellent learning environment for students. When students fail an effort is made to determine why they failed. The staff knows the student body and where (part of the city or suburban area from which they come). Seventy percent of Gauger's students are bused making the school learning environment concept an even more important one while they are in school.

APPENDIX E

SUPPORTING MATERIAL RELATED TO
SOME PROBLEMS And RECOMMENDATIONS

Outcome-Based Instructional Systems (Spady)

OUTCOME-BASED INSTRUCTIONAL SYSTEMS

Research on attitudes toward the public schools over the past decade shows a steady decline in public confidence. Underlying this reaction are a decade of declining achievement and Scholastic Aptitude Test score profiles and widespread allegations of near-illiteracy among many college students, both of which have been accompanied by tremendous increases in the per-pupil costs of education. Furthermore, the achievement levels of those who do not finish high school are even more discouraging.

These data reflect instructional systems which only selectively fulfill their potential for increasing educational benefits and opportunities since only some students emerge from twelve years of schooling with the essentials required for future educational and economic success. What is lacking are instructional systems that are genuinely effective for the vast majority of students.

The Emergence of Outcome-Based Systems

During the 1970's there also emerged a discernible movement to establish instructional systems which hold exceptional promise for assisting virtually all students in reaching socially endorsed learning goals. These approaches, known by names such as Mastery Learning, Individually Guided Education, and Competency Based Education, share an orientation in which "learning outcomes," rather than time and routinized scheduling, constitute the basic operating principle of instructional delivery and student progress. These systems all employ methods and procedures that can be characterized by the term Outcome-Based.

Outcome-Based (OB) systems represent a workable alternative to prevalent instructional models. They are built on the premise that neither illiteracy nor failure are inevitable or acceptable consequences of schooling for anyone. OB schools are expected to become "success based" rather than "selection oriented" by establishing the instructional management procedures and delivery conditions which enable all students to learn and demonstrate those skills necessary for continued success. The data emerging from current programs in the U.S. suggest that this fundamental change is definitely attainable.

Outcome-Based practice rests on community and staff commitment to a set of philosophical premises which guide the spirit and substance of program implementation. These premises endorse the establishment of eight instructional conditions believed to optimize the learning opportunities and achievements of all students. These conditions and premises are summarized on the following page.

* * * * * * * * * * * * * * * * *

(The ideas in this document were generated by members of the Network for Outcome-Based Schools in October, 1980, revised by the Network's Executive Committee in January, 1981, and developed into this format by William G. Spady, the Network's Coordinator. For further information contact Dr. Spady at The American Association of School Administrators, 1801 N. Moore St., Arlington, VA 22209. Phone: 703/528-0700.)

Philosophical Premises Underlying Outcome-Based Practice

1. Almost all students are capable of achieving excellence in learning the essentials of formal schooling.

2. Success influences self-concept; self-concept influences learning and behavior.

3. The instructional process can be changed to improve learning.

4. Schools can maximize the learning conditions for all students by:

   a. establishing a school climate which continually affirms the worth and diversity of all students;
   b. specifying expected learning outcomes;
   c. expecting that all students perform at high levels of learning;
   d. ensuring that all students experience opportunities for personal success;
   e. varying the time for learning according to the needs of each student and the complexity of the task;
   f. having staff and students both take responsibility for successful learning outcomes;
   g. determining instructional assignment directly through continuous assessment of student learning; and
   h. certifying educational progress whenever demonstrated mastery is assessed and validated.

When taken together, these premises and conditions call into question those teaching, evaluation, and student assignment methods which stress comparisons among students, especially when such comparisons are unnecessary in establishing learning goals or standards of success. By implication they also compel staff to associate the concept of student success with "goals reached" rather than "relative advantage" and to use this definition in setting expectations for student learning and in designing the content and timing of instructional delivery. In addition, they point out the inherent limitations of fixed-time, one-shot instructional delivery approaches which assume that those students who do not do well within the time allowed for their initial learning (such as class periods, grading periods, quarters, semesters, and years) are inherently incapable of doing well at all. Adjusting instructional delivery to accommodate the learning rates of individual students is one of the keys to the success of many Outcome-Based programs.

The fundamental character of Outcome-Based instructional management, both in and among classrooms, requires data-based and adaptive instructional delivery which must be targeted to the student's current learning level -- not ability level or grade level. To be both current and helpful, the assessment data on which instructional assignments are based must be gathered frequently and must directly embody the goals being pursued. Each student's rate of progress should be determined by the speed with which he/she can reach specific learning goals. Reaching goals, at whatever point in a student's career it occurs, becomes the criterion for success and advancement; therefore, the concepts of credit, evaluation, and promotion only have meaning in relation to these goals and performance criteria. Credit is awarded whenever mastery occurs. The specific operational components which embody the foregoing philosophical premises and conditions of OB practice are described on the following page.

OPERATIONAL ESSENTIALS OF OUTCOME-BASED SCHOOLS
(January, 1981)

The following program components must be present in order to implement an authentic Outcome-Based learning system:

1. Publicly determined and stated learning outcomes for all students.

2. Derived from these learning outcomes, a criterion-referenced assessment system which documents, records, reports, and awards credit for student attainment.

3. Derived from these learning outcomes, objectives-based core and alternative curricula.

4. Derived from these learning objectives, a systematic process for planning and providing instruction appropriate to each student and for engaging the student until learning outcomes are attained. This systematic process includes:

   a. assessing current student skills/learning for instructional assignment;

   b. analyzing the content of each objective so that instructional strategies match assessment;

   c. when appropriate, sequencing tasks into a hierarchy of learning skills to maximize the effectiveness of instructional delivery;

   d. orienting students to the objective(s) to be learned;

   e. initial teaching to the objective(s) which provides varied approaches, adequate practice time, and multiple opportunities for learning and success;

   f. assessing student mastery of the objective(s) to determine the need for movement to a new instructional objective, extension/enrichment, or correctives;

   g. for those who attain mastery, progressing to the next objective or offering extension/enrichment; and

   h. for those who do not attain mastery, providing correctives, using different teaching strategies, until outcomes are attained.

5. A criterion-referenced information management system at the classroom and building levels for coordinating timely instructional planning, student assessment and placement, instructional delivery, and program evaluation.

6. An evaluation/certification system which allows students to demonstrate and receive credit for improved levels of performance at any time.

7. A program evaluation component which guides instructional planning by comparing the learning outcomes of program graduates with the performance demands of post-school roles.

When viewed from an organizational perspective, these OB premises, conditions, and operational components represent a fundamental shift in the nature of instructional management. This involves moving away from the current time and role-based structuring of student program assignment and task assignment to an outcome and goal-based mode of management. This model of management can also be characterized as assessment driven rather than RUSE driven (i.e. Routinized/Uniform Scheduled Events). That is, OB instructional delivery depends on the availability and day to day use of criterion-referenced, publicly-defined student performance assessment data for determining appropriate and timely student instructional assignment.

CERTIFICATION/STANDARDS STRUCTURE (Goal System)	TIME/OPPORTUNITY STRUCTURE (Role System) FIXED/SINGLE (Role Constrained)	FLEXIBLE/MULTIPLE (Role Flexible)
VAGUE REFERENCED/ VARIABLE, PRIVATE (Goal Implicit)	Traditional School Practice	Humanistic Developmental Approach
CRITERION REFERENCED/ FIXED, PUBLIC (Goal Directed)	Minimum Competency Testing Accountability	Mastery Learning/ Outcome Based School Reform
	(Exclusionary Model)	(Inclusionary Model)

Figure 1 -- A Framework of Organizational Variables that Affect Instructional Operations

As suggested in Figure 1, however, instructional models are constrained by the student evaluation/certification/promotion system in which they are imbedded. The privately defined, vague-referenced, and fixed-time/single-opportunity certification structure which typifies current practice establishes the philosophical and operational framework around which instructional delivery is defined and operates. This fixed-time/single-opportunity delivery system inherently possesses an exclusionary selection bias in defining the conditions of student success. That is, success and advancement are reserved for those who can meet whatever standards are set within the predetermined amount of time allowed, on their first attempt. Those who cannot, "fail" and are excluded from immediate and often permanent eligibility for advancement. The inclusionary model of opportunity represented on the right side of the figure is designed to keep access and eligibility open for those with any hope of eventual success. It embodies the fundamental intent of OB practice. Failure to address this organizational issue can undermine both the spirit and operational effectiveness of OB practice.

APPENDIX F

MEAN SCORES AND SIGNIFICANCE LEVELS FOR VARIOUS TESTS

TABLE F-1

MEAN SCORES and SIGNIFICANCE LEVELS (ORIGINAL and RESCORED DATA)
FOR t-tests OF SCHOOL (1; N=156) vs. NON-SCHOOL (2; N=258) PERSONNEL
ON RESPONSES TO DCI

	ORIGINAL				RECODE (Dichotomous)			
	MEAN		P≤		MEAN		P≤	
ITEM	1	2	.01	.10	1	2	.01	.10
1	4.1	3.2	x		.81	.39	x	
2	4.1	2.9	x		.80	.37	x	
3	3.6	2.7	x		.58	.36	x	
4	3.6	3.1	x		.57	.46		x
5	3.6	2.7	x		.59	.28	x	
6	3.7	2.5	x		.83	.51	x	
7	3.3	2.4	x		.83	.49	x	
8	1.2	2.2	x		.32	.59	x	
9	3.6	2.8	x		.63	.36	x	
10	3.0	3.0	N.S.		.38	.45	N.S.	
11	2.9	2.5	x		.69	.55	x	
12	3.9	3.6	x		.70	.60		x
13	4.3	3.5	x		.56	.36	x	
14	3.1	2.1	x		.72	.44	x	
15	3.8	3.6		x	.66	.62	N.S.	
16	4.4	3.8	x		.51	.34	x	
17	3.9	2.8	x		.77	.37	x	
18	3.9	3.2	x		.71	.48	x	
19	3.9	3.0	x		.72	.39	x	
20	4.0	3.1	x		.80	.42	x	
21	4.4	3.8	x		.51	.32	x	
22	2.8	2.0	x		.62	.39	x	
23	3.7	2.6	x		.65	.34	x	
24	3.8	2.8	x		.69	.34	x	
25	3.4	2.0	x		.51	.22	x	
26	3.7	2.5	x		.66	.28	x	
27	3.8	2.7	x		.69	.27	x	
28	2.6	2.0	x		.59	.42	x	
29	2.2	1.2	x		.68	.34	x	
30	3.4	2.6	x		.51	.21	x	
31	3.1	2.3	x		.74	.47	x	
32	4.1	3.3	x		.82	.55	x	

ITEM	ORIGINAL MEAN 1	2	$p \leq$ .01	.10	RECODE MEAN 1	2	$p \leq$ .01	.10
33	3.6	3.0	x		.61	.31	x	
34	3.6	2.9	x		.56	.40	x	
35	4.2	3.4	x		.42	.23	x	
36	3.0	2.9	N.S.		.44	.35		x
37	3.1	2.9	N.S.		.40	.31		x
38	3.7	2.8	x		.70	.28	x	
39	3.5	2.9	x		.54	.40	x	
40	3.3	2.8	x		.50	.37	x	
41	4.4	3.6	x		.55	.29	x	
42	4.6	3.3	x		.65	.28	x	
43	3.8	3.1	x		.69	.40	x	
44	4.1	2.6	x		.80	.38	x	
45	4.8	4.2	x		.86	.59	x	

CLUSTERS	ORIGINAL MEAN (All significant at .001)			RECODE (Dichotomous MEAN (All significant at .001)		
1	3.7	2.9	x	.63	.36	x
2	3.2	2.6	x	.66	.41	x
3	3.5	3.0	x	.59	.47	x
4	4.0	3.1	x	.72	.40	x
5	3.7	2.8	x	.65	.36	x
6	3.7	2.5	x	.64	.28	x
7	2.9	2.2	x	.60	.36	x
8	3.9	3.1	x	.60	.37	x

TABLE F-2

MEAN SCORES and SIGNIFICANCE LEVELS (Original and Rescored Data) FOR t-tests of WHITES (W) and ALL MINORITIES (M) ON RESPONSES TO DCI. (M=1, N=132; W=2, N=282)

	ORIGINAL				RESCORE			
	MEANS		$p \leq$		MEANS		$p \leq$	
ITEM	W	M	.01	.10	W	M	.01	.10
1	3.3	3.6	x		.44	.60	x	
2	3.0	3.5	x		.44	.58	x	
3	3.0	3.1	N.S.		.44	.44	N.S.	
4	3.2	3.4	N.S.		.49	.51	N.S.	
5	3.0	3.1	N.S.		.35	.41	N.S.	
6	2.5	3.1	x		.54	.69	x	
7	2.6	2.8	N.S.		.57	.64	N.S.	
8	2.0	1.7	N.S.		.52	.45	N.S.	
9	2.7	3.3	x		.34	.52	x	
10	3.0	3.0	N.S.		.44	.41	N.S.	
11	2.5	2.8		x	.53	.64		x
12	3.4	3.8		x	.53	.69	x	
13	3.4	4.0	x		.37	.46	N.S.	
14	2.1	2.6	x		.44	.59	x	
15	3.5	3.7	N.S.		.61	.65	N.S.	
16	3.9	4.0	N.S.		.46	.37	N.S.	
17	2.9	3.4	x		.43	.57	x	
18	3.3	3.5	N.S.		.54	.58	N.S.	
19	3.4	3.3	N.S.		.47	.53	N.S.	
20	3.3	3.6		x	.50	.59		x
21	3.8	4.1		x	.37	.41	N.S.	
22	2.1	2.4		x	.38	.52	x	
23	3.1	2.9	N.S.		.47	.45	N.S.	
24	2.9	3.2		x	.40	.51	x	
25	2.2	2.6		x	.29	.35	N.S.	
26	2.4	3.2	x		.26	.50	x	
27	2.9	3.2		x	.35	.46		x
28	1.9	2.4		x	.40	.52		x
29	1.7	1.5	N.S.		.45	.48	N.S.	
30	2.6	3.0	x		.27	.35		x
31	2.6	2.6	N.S.		.56	.58	N.S.	
32	3.6	3.6	N.S.		.64	.65	N.S.	

ITEM	ORIGINAL MEANS W	M	p ≤ .01	.10	RECODE MEANS W	M	p ≤ .01	.10
33	3.1	3.3		x	.41	.42	N.S.	
34	3.2	3.1	N.S.		.47	.45	N.S.	
35	3.7	3.7	N.S.		.32	.30	N.S.	
36	3.1	2.8		x	.44	.36	N.S.	
37	3.1	2.9	N.S.		.39	.32	N.S.	
38	3.2	3.2	N.S.		.46	.43	N.S.	
39	2.9	3.3		x	.39	.48		x
40	3.1	3.0	N.S.		.41	.42	N.S.	
41	3.7	4.0	x		.34	.41	N.S.	
42	3.6	3.8		x	.38	.43	N.S.	
43	3.3	3.4	N.S.		.48	.51	N.S.	
44	3.0	3.3		x	.45	.58		x
45	4.2	4.5	x		.60	.73	x	

CLUSTERS	MEAN		p ≤ .01	.10	MEAN		p ≤ .01	.10
1	3.2	3.1		x	.42	.47	N.S.	
2	3.2	2.9	x		.46	.54	x	
3	3.3	3.0	x		.46	.54		x
4	3.7	3.5		x	.49	.54	N.S.	
5	3.2	3.0		x	.42	.49		x
6	3.1	2.6	x		.33	.46	x	
7	2.6	2.6	N.S.		.43	.47	N.S.	
8	3.4	3.4	N.S.		.46	.46	N.S.	

TABLE F-3
F-Ratios and SIGNIFICANCE LEVELS (ORIGINAL and RESCORED DATA)
FOR ANOVAs for TWO GROUPINGS OF RESPONDENTS.
(B=116, W=282, Other=16; Student=219, Community=39, Educator=156)

	Student/Educ./Comm.				Black/White/Other			
	Original		Rescore		Original		Rescore	
CLUSTER	F-Ratio	Sig.	F-Ratio	Sig.	F-Ratio	Sig.	F-Ratio	Sig.
1	38.908	.000	43.634	.000	1.683	.187*	1.054	.350*
2	44.244	.000	46.967	.000	3.710	.025*	3.520	.031*
3	18.085	.000	9.990	.000	4.919	.008	3.622	.028*
4	59.353	.000	63.380	.000	2.459	.087*	0.933	.394*
5	46.350	.000	41.131	.000	1.830	.162*	2.302	.101*
6	77.078	.000	66.678	.000	8.346	.000	5.329	.005
7	32.270	.000	39.560	.000	0.175	.839*	0.864	.423*
8	38.561	.000	31.242	.000	0.186	.830*	0.005	.999*

*= N.S. Df ranges from 347 to 401 for B,W,O and from 334 to 382 for Student, Educator and Community

Red Clay

RACE and Computations	ENROLLMENT (Col. I)	FIRST-TIME Act.	FIRST-TIME Exp.	FIRST-TIME Disc.	OTHER Act.	OTHER Exp.	OTHER Disc.	TOTAL Act.	TOTAL Exp.	TOTAL Disc.
B N	4054	151	96	55	49	26	23	200	122	78
%	28	44	28	16	52	28	25	46	28	18
%Col. I); A/E		(4)		1.57	(1)		1.88	(5)		1.64
W N	9446	159	222	-63	35	61	-26	194	283	-89
%	65	47	65	-.18	37	65	-.28	44	65	20
%Col. I); A/E		(2)		.72	(.3)		.57	(2)		.69
O N	1016	32	24	8	10	7	3	42	31	11
%	7	9	7	2	11	7	3	10	7	3
% Col. I); A/E		(3)		1.33	(1)		1.43	(4)		1.35
TOTAL	14516	342	342		94	94		436	436	
(% of Col. I)		(2.4)			(.65)			(3)		

Colonial

RACE and Computations	ENROLLMENT (Col. I)	FIRST-TIME Act.	FIRST-TIME Exp.	FIRST-TIME Disc.	OTHER Act.	OTHER Exp.	OTHER Disc.	TOTAL Act.	TOTAL Exp.	TOTAL Disc.
B N	2891	300	212	88	216	138	78	516	350	166
%	29	41	29	12	45	29	16	43	29	14
(%Col. I); A/E		(10)		1.42	(7)		1.5?	(18)		1.47
W N	6832	422	504	-82	259	329	-70	681	833	-152
%	69	58	69	-11	54	69	-15	56	69	-13
(%Col. I); A/E		(6)		.84	(4)		.79	(10)		.82
O N	154	8	14	-6	2	10	-8	10	24	-14
%	2	1	2	.-8	1	2	-2	1	2	-1
(% Col. I); A/E		(5)		.57	(1)		.20	(6)		.42
TOTAL	9877	730	730		477	477		1207	1207	
(% of Col. I)		(7.3)			(5)			(12.2)		

Brandywine

RACE and Computations	ENROLLMENT (Col. I)	FIRST-TIME Act.	FIRST-TIME Exp.	FIRST-TIME Disc.	OTHER Act.	OTHER Exp.	OTHER Disc.	TOTAL Act.	TOTAL Exp.	TOTAL Disc.
B N	3127	243	129	114	174	71	103	417	200	217
%	26	49	26	23	64	26	38	54	26	28
(%Col. I); A/E		(8)		1.88	(6)		2.45	(13)		2.08
W N	8660	250	358	-108	97	196	-99	347	554	-207
%	72	50	72	-22	36	72	-36	45	72	-27
(%Col. I); A/E		(3)		.70	(1)		.49	(4)		.56
O N	223	4	10	-6	1	5	-4	5	15	-10
%	2	1	2	-1	.4	2	-1	1	2	-1
(% Col. I); A/E		(2)		.40	(.4)		.20	(2)		.33
TOTAL	12,010	497	497		272	272		769	769	
(% of Col. I)		(4.1)			(2.3)			(6.4)		

Christina

RACE and Computations	ENROLLMENT (Col. I)	FIRST-TIME Act.	FIRST-TIME Exp.	FIRST-TIME Disc.	OTHER Act.	OTHER Exp.	OTHER Disc.	TOTAL Act.	TOTAL Exp.	TOTAL Disc.
B N	3977	196	125	71	80	48	32	276	173	103
%	26	41	26	.15	44	26	.17	42	26	.15
%Col. I); A/E		(5)		1.57	(2)		1.67	(7)		.63
W N	10843	276	342	-66	92	130	-38	368	472	-104
%	71	57	71	-.14	50	71	-.21	55	71	-.16
%Col. I); A/E		(3)		.81	(.8)		.71	(3)		.78
O N	532	10	15	-5	11	5	6	21	20	1
%	3	2	3	-.01	6	3	.03	3	3	.001
% Col. I); A/E		(2)		.67	(2)		2.20	(4)		1.05
TOTAL	15352	482	482		183	183		665	665	
(% of Col. I)		(3.1)			(1.2)			(4.3)		